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CHILD STUDY INITIATED AS A MEANS OF IN-SERVICE EDUCATION IN THE LUCIE HARRISON GIRLS' SCHOOL LAHORE, INDIA

SERVICE PAPER

Submitted by

Constance E. Blackstock
(Goucher College, A.B., 1913)

In partial fulfillment of requirements for
the degree of Master of Education

1946

First Reader: W. Linwood Chase, Professor of Education

Second Reader: Helen A. Murphy, Assistant Professor of Education

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ACKNOWLEDGMENT

The writer wishes to thank Dr. Chase for his helpful suggestions in the writing of this service paper. To Dr. Helen Murphy she wishes to express her deep appreciation and gratitude for her patient understanding, sympathetic encouragement and very practical assistance. Without these the paper would not have been completed.

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Child Study Initiated As a Means of In-Service Education In the Lucie Harrison Girls' School Lahore, India

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CHAPTER I

FACTORS DETERMINING NEED FOR IN-SERVICE EDUCATION IN THE LUCIE HARRISON GIRLS' SCHOOL, LAHORE

There are four factors which anyone engaged in educational work in India under the auspices of foreign missionary societies would concede as being determining factors for a systematic program of in-service education for teachers employed in a Middle School for girls. They are: (1) the inadequate pre-service training which the average teacher in India receives; (2) the increasing immaturity of the trainee; (3) the dearth of literature in the way of instructional help; (4) the lack of continuity of administrative leadership, due largely to fairly long furlough periods at stated intervals of the missionary principals. There have been haphazard attempts made to develop teacher growth in service but these have been at the whim more or less of those in charge. There has been no real plan in India for this type of teacher education, the need of which has been universally felt. The need is all the greater in India, a country in which educational opportunities have been very much limited, especially for women.

Mr. John Sargent, Commissioner of Education for all India, who has been instrumental in a survey made in recent years, and whose report was published in 1944 said,

"The fundamental requirement of any comprehensive development in the educational system is the provision of an adequate establishment of teachers and of the necessary institutions for training them. The latter ought not only to provide the requisite professional training but should inculcate a way of life which will attract and make its mark upon the young man or woman who intends to be a teacher." 1/

1/ Post-War Educational Development in India, (A Report by the Central Advisory Board of Education), Government of India Press, January, 1944, p. 47.

CHAPTER II

IN-SERVICE EDUCATION IN THE UNITED STATES

Gray of the University of Chicago stated in 1918 what is today held by all who have studied the matter of in-service training for teachers. He said:

> "The quality of instruction in a school will run to a high level only when your teachers are intelligently critical concerning their methods of teaching, and when they are constructively engaged in the improvement of classroom technique. If a principal can develop ability on the part of his teachers to analyze their recitations with the view of finding out the elements of strength and weakness in their work, he has a strong guarantee that the quality of teaching under his supervision will be under constructive scrutiny." 1/

The crux of the whole problem is leadership on the part of the principal to try to create a desire in, and to provide the opportunities for teachers to grow and develop. If this is done on a democratic and cooperative basis teachers are bound to carry over that same spirit into the classroom. In this way the goal for an in-service educational program will have been achieved, that is, pupil growth along with teacher growth.

1/ Gray, William S., "The Work of the Elementary School Principals," Elementary School Journal, Vol. 19, September, 1918, pp. 34 - 35.

Section II

Introduction [illegible] Day Saving Banks

[illegible] of the Necessity of Thrift [illegible] Habits [illegible] Early Habit [illegible] [illegible] Day [illegible] Introduction [illegible] Savings Banks. He said:

> [illegible] quality of thrift [illegible] a habit [illegible] [illegible] [illegible]

In the last century this need was realized and the pioneer work that was done along this line is well known to every one. The media have increased and horizons have widened, notably in the matter of more democratic practices. Heaton contends that Hall of Clark University, Gilman of Johns Hopkins, and the University of Chicago were virtually doing in their Graduate Schools the type that is the most popular form today, namely, the workshop.[1/] Be that as it may, an advance has been made in providing in-service training.

Russell Survey, 1922

In 1922 Russell published as his doctor's thesis the results of data collected on the improvement of elementary school teachers while in service from the years 1911 to 1920, in 119 cities from all over the United States. He read 778 reports of Superintendents in 197 city school systems, reports of colleges and universities, educational journals, and in addition made visits to several cities in connection with his survey. He found that there were various kinds of in-service facilities and opportunities for teachers to develop professionally. They were: group study, demonstration lessons via teachers' meetings, professional supervision, extension courses and summer schools, teachers' associations, institutes,

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1/ Heaton, K. L., Camp, W. G., Diederich, P. B., Professional Education for Experienced Teachers, The Program of the Summer Workshop, University of Chicago Press, Chicago, Ill., 1940, pp. 138 - 142.

travel, inter-school visitation, teacher exchanges, school exhibits, and financial inducements of one kind or another. With these we are all familiar. His findings indicated that there should be different emphasis on the type of training given to a novice from that given to a more experienced teacher. For example, he thought that the Teaching-Center plan in Buffalo, New York, in which a new teacher served a sort of interneship was a very good one. While she knew the latest educational methods she still had to master the technique of presentation of subject matter and adjustment to her pupils. In the Buffalo plan a new teacher served an apprenticeship within the school system, and had an opportunity to teach children under the same conditions with those which she met later, together with the constant help and supervision of "master teachers." For the more experienced teacher there was need for an extension of knowledge, fresh inspiration and keeping up-to-date on newer techniques and methods. Therefore, Russell felt that she needed group study and demonstration lessons via the teachers' meetings, or the direct contact with the university through extension or summer courses, in order to keep abreast of the times as far as educational theories were concerned. For instance, in the matter of educational tests and measurements, to cite one very important development in the field of education a teacher should be well-informed. She should be acquainted with the latest theories and philos-

ophies of education and current ideas regarding the psychology of special subjects. He found that towns and cities alike, such as Olean, New York, Trenton, New Jersey, and New York City, were providing opportunities for further teacher growth.[1]

Evaluation of Supervision, 1931

Projects. Almost a decade later in 1931 under the auspices of the Department of Supervisors and Directors of Instruction of the National Education Association an evaluation of supervision was made to determine how far this device was related to the in-service education of teachers. This department had undertaken seventy-seven individual projects in schools scattered throughout the United States. The purpose was twofold, first to centre attention on the teacher with the idea of changes in teaching technique, and second to note the kinds of activities in which the pupils were participating and to change the nature of the pupils' responses.[2]

Reports were made by sixty-three supervisors or directors of instruction which showed the use of 126 different procedures in carrying out the projects, of which objective, diagnostic tests headed the list, with

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1/ Russell, Charles, The Improvement of the City Elementary School Teacher in Service, Doctor's thesis, Teachers' College, Columbia University Contributions to Education, No. 128, 1922.

2/ Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction, (Bureau of Publications, Teachers College, Columbia University, New York, 1931), p.70.

group and individual conferences next in order. To help poor teachers become better ones individual case studies were made before and after supervision with a detailed statement of remedial suggestions.

As far as the teachers were concerned the projects attempted to (1) change a group of Froebillian trained Kindergarteners into a more progressive type, (2) improve methods of teaching the fundamental phases of Arithmetic, and (3) improve the methods of achieving specific outcomes in Arithmetic in Grades III - VI. For the pupils the objectives were: (1) to develop habits of reading good books, (2) to present to pupils a world-wide view of ports and commerce, (3) to encourage the creative ability of the pupils in the Social Science classes of Grades IV - VI, (4) to determine how extensively children are using the four methods of subtraction, and (5) to teach world friendship to children in the Elementary School.[1/]

The findings indicated that supervision resulted in pupil growth and therefore in the development of the teacher especially as she changed her teaching procedures to bring it about. Supervisory activities were most effective in the following order:

1/ Evaluation of Supervision, Op. cit. p. 71.

(1) Demonstration teaching

(2) Group meetings

(3) Personal conferences

(4) Building the course of study

The aids most welcomed by the teachers were constructive criticisms which meant constructive suggestions as well as definite outlines of work dealing with methods, management, subjects and materials of instruction. While objective tests were mainly used in evaluation, the opinions of principals and supervisors as well as other teachers were taken into consideration, and the improved pupil and teacher attitudes were so marked as to be inescapable of notice. The results showed

> "that supervision is most effective which stimulates teachers to engage most widely in worthwhile scientifically controlled experimentation." 1/

Case Studies. Jackman several years later also reported that by means of case studies thirty-three teachers in Sheldon, Iowa raised their professional standards. He cited the case of a Grade II teacher who had been teaching for twenty-four years, twenty of them in the same school. She had been rated as "traditional," but with a great and sympathetic interest in her pupils, and one who showed a willingness to adjust herself to

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1/ Evaluation of Supervision, Op. cit. p. 69.

the newer methods of teaching. Through various supervisory devices, chief among which were standardized tests and conferences, according to the Torgerson Rating Scale her score rose from 60 in September to 67 in May. The end of the year norm for her grade was 3.0 but the end of the year average for her pupils was 4.1. The outstanding improvement shown was in the use of drill materials and provision for individual differences in her pupils. Other tangible results of this method of supervision were an improved curriculum, better socio-physical environment in school, wholesome pupil growth from standpoint of attitudes, achievement, interests, ideals, habits, skills and tastes. Opportunities were created for pupil-teacher cooperation better teacher-supervisor relations, and teachers to undertake research on their own account.[1/]

Supervisory Activities in Small Schools. Ogle and Van Antwerp have studied the 1 - 2 - 3 and 4 teacher room schools in the rural districts of Colorado and Michigan respectively. They found that the majority of teachers have changed their methods of teaching because of sympathetic supervisory activities, top places being given to visitation, individual conferences, teachers' meetings and demonstration lessons while supervisory

1/ Jackman, W. C., "Teacher Centred Supervision," Twenty-first Yearbook of the National Elementary School Principals, Washington, D. C., 1942, pp. 406 - 9.

bulletins were placed at the bottom of the list. Ogle found that while pupil achievement in a supervised experimental group was very little different from an unsupervised one yet attendance had been better. This apparently showed a greater interest on the part of the pupils because of more attractive materials and methods.1/

De Boer and Nealy have both reported gains made in supervisory programs in Reading. De Boer said that theirs resulted in (1) a change of teacher's attitude from a defensive to an eager one, (2) change in methods of teaching Reading and a new interest, and (3) increase in the flexibility of the school curriculum. Nealy made a study of ninety-one teachers who had reported thirty-three major difficulties under classroom performance but after well-directed supervision she found that

> (a) "Reading activity changed from teacher-dominated to cooperative pupil-teacher participation. (b) Teachers and supervisors cooperated in studying methods and children. (c) Supervision was built on strong points of teachers. (d) Better methods of teaching were demonstrated. Conference and observation methods were used."

1/ Ogle, F. A., "Does Supervision Pay?" School Executive, 56: 234 - 236, February, 1937.
Van Antwerp, Harriet, "Teachers' Evaluation of the effectiveness of Supervisory Activities," Educational Method, 15: 441 - 447, May, 1936.

She also used a graphic record sheet which she considered was an objective means of judgment.[1]

In 1936 Shannon made a survey of 481 teachers at various levels of teaching in the states of Indiana and Illinois to find out the effectiveness of supervision. He discovered that 86% regarded it as welcome and helpful when conducted along scientific and democratic lines.[2]

Whitney Survey, 1936

Whitney drew an interesting comparison between surveys made in 1923 and 1936 in both large and small school systems, the only difference having been in geographical distribution. The 1923 one was confined to Minnesota and the Upper Mississippi Valley, and the later one in 1936 was country-wide. In the smaller school systems the new items for improvement of teachers in service were membership in and attendance at teachers' associations, community activities and professional supervision, and in the large systems the additional items were participation in curriculum making and community activities. In both small and large systems measurements of pupil achievement and par-

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1/ Editorial, "An Experiment in the Supervision of Rural Schools," Elementary School Journal, 39: 87 - 88, October, 1938.
Nealy, Data P., "Effect of Planned Supervision on Teaching as shown by Objective Analysis of classroom Activities," Educational Administration and Supervision, 24: 341 - 54, May, 1938, p. 354.

2/ Shannon, J. R., "Teachers' Attitudes towards Supervision," Educational Method, 16: 9 - 14, October, 1936.

ticipation in curriculum making took higher ranks. The matter of curriculum making had been a part of the in-service progams of the smaller systems in 1923 but was found at the bottom of the list, but in 1936 it had risen to the fifth rank in a total of ten items. But the interesting feature was that the small systems compared very favorably with the large ones, and showed little or no difference in the methods used.[1/]

Shannon Survey, 1941

Almost two decades after Russell's survey, in 1941, Shannon of the Indiana State Teachers' College reported on thirty-eight surveys which had been made of the best devices to be used for in-service education. It is an extremely interesting study. The work was done in two successive graduate seminars working under Shannon's direction. The coefficients of correlation between the two studies of the same surveys were relatively high, being .94. The telescoped list of devices made by the second group consisted of nine identical items of the ten into which both groups had summarised them, and appeared in the same order in the two final composites, although they had been independently arrived at. The five highest ranking media for in-service training were (1) visitation, conferences and criticism, (2) group and individual research, (3) teachers' meetings, (4) demonstration teaching, and (5) di-

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1/ Whitney, Frederick L., "Trends in Methods of Teaching Improvement," American School Board Journal, 93: 18 - 19, December, 1936.

recting the work of the teacher. The coefficients of correlation for these ranks were also high. For example, that for estimates made by the teachers with the total was .93, supervisors with the total was .90, with others who were professors and superintendents the correlation was .61 with the total. It was interesting to note that visitation, teachers' meetings and group and individual research were at the top of the list and supervisory bulletins at the very bottom.[1]

Cooperative Studies

The trend has been towards a more cooperative basis for in-service training and teachers have studied school problems together. Taylor and Gilliam reported such experiments in Minneapolis and St. Louis respectively. In Minneapolis a group of principals and teachers of eight elementary schools in 1932 studied such items as mental immaturity, sex, living conditions, health habits, physical defects, pupil adjustment and the like. This was done with a view to try to reduce the increasing number of failures in Grade I by organizing the Primary grades so that there would be greater advance in pupil morale as well as economy of funds. They experimented with a group of 135 failures and probable failures in Grade I. Objective tests were administered by principals, teachers, and students from the University of Minnesota. Interviews and estimates of

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[1] Shannon, J. R., "The Relative Servicability or Frequency of Use of Devices for Improving Teachers in Service," Journal of Educational Research, 38: 679 - 88, May, 1941.

teachers and principals were considered. As a result of the study the course in Social Studies was enriched. Cumulative records and four informal "record of growth" blanks were published and used, and details in the Reading and Arithmetic courses were changed. The final outcome was a continuous progress plan from the Kindergarten to Grade III.[1] Similarly, in the Waring School in St. Louis over a period of thirteen years, mostly by trial and error but finally by pure accident, although results were always judged by means of objective tests, they developed a similar plan. In addition to a continuous progress for the pupils it became one for the teacher too, as the same teacher kept her group of children for three years. This was what is known as 3 - 3 - 2 system so that a child has three teachers instead of eight during his school life. Conditions in this school very closely approximated what they would be in an Indian School for none of the teachers had a college degree, nor had any of them including the principal, ever had any experience with educational investigations.[2]

In Philadelphia Doyle has reported cooperative studies of child growth and development in several different ways. One was undertaken by small groups of teachers who had access to

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1/ Taylor, Jessie E., "A Supervisory Project in Adapting the Curriculum of the Primary Grades to the Needs of Children," Education 56: 328 - 333, February, 1936.

2/ Gilliam, M. J., "A Cooperative Attack on a Serious School Problem," Twenty-first Yearbook, National Elementary Schools, Principals, pp. 322 - 326.

the services of a special consultant. The teachers recorded their observations in diary form, which were in turn reported to the group, and discussed by them in order to get at the underlying causes of behaviour problems. The result was a gradual evolution from detailed description of specific behaviour incidents to a consideration of behaviour patterns which seemed to have significance in child life. Another experiment in which twenty-four elementary school teachers in Philadelphia collaborated with the Logan Demonstration School gave them a better understanding of children and a permanent interest in child study. It also stimulated self-analysis on the part of the teacher which meant a more satisfactory adjustment to the school environment. The third cooperative venture reported by Doyle was one in which eighty-one teachers in twenty-one elementary schools prepared units of work which they shared with each other. A fourth group composed of elementary school teachers and principals who worked for two years to prepare pupils' progress record forms to be sent to parents. These are now used throughout the Philadelphia school system.1/

Research Department of National Education Association

In 1942 the Research Department of the National Education Association made a study of 1304 cities, ranging in population from 2500 to over 100,000, and found that teachers in 71% of

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1/ Doyle, Florence, "Cooperative Study of Child Growth and Development," Twenty-first Yearbook, National Elementary School Principals, Washington, D. C., 1942, pp. 291 - 297.

them were taking some kind of professional course as a means of in-service growth. In 65% they were engaged in committee work related to the curriculum, textbooks and general school policies. Low in the list were such items as teachers' meetings, study groups, inter-school visitation, professional bulletins and the like. The range of type of in-service work done between the large and the small systems was not very great except perhaps in the matter of committee work, more being done in the larger systems than in the small. In 81% teachers were allowed to attend educational meetings without loss of pay and in 69% for inter-school visitation. Travel was accepted as a substitute for academic study in 50% as a means of professional growth but in very few were teachers given sabbatical leave.[1] About this same time Stoope had made a study of fifty-six cities with over 100,000 population and found that all were motivating in-service training either by professional recognition or by monetary rewards. Individual group conferences, participation in curriculum making, additional university-course work and evaluation of instructional outcomes stood at the head of the list and professional bulletins at the bottom.[2]

1/ "Development of Personnel in Service, Opportunities for Professional Growth of Teachers in Service," Part II, Research Bulletin 20: 92 - 96, May, 1942, National Education Association, Washington, D. C.

2/ Stoope, Emery, "Growth of Teachers in Service," Educational Administration and Supervision, 27: 698 - 702, December 1941.

Community Studies

Many interesting studies have been made for in-service growth by means of studying the community. These have led not only to a closer cooperation between schools and local citizens but have made the lessons in the classroom more dynamic and have bridged the gap between school and career for many a child. It has been the means of an awakening civic consciousness and children have become aware of the many and varied inter-relationships.[1] In some cases the school has actually taken the initiative in bringing about better health conditions which occurred in a county in Georgia. Excerpts from letters from two teachers in this county are worth quoting. A teacher of English wrote:

> "I think now that teachers need community life more than the community needs the teacher. It is not what others do for you, but what we ourselves do that educates and benefits us, and this is true of teachers as well as pupils. The resulting changes in my behavior have been more participation in community life, a complete change in classroom procedure. I attempt to insure pupil organization, pupil initiative, and pupil judgment."[2]

A teacher of Social Studies wrote:

1/ Greene, Hattie L., & Arnold, C. P., "A Community School Improvement Club," Twenty-first Yearbook, National Elementary Schools Principals, Washington, D. C., 1942, pp. 370 - 373.
Mitchum, P., Pittman, Alice and Study, H. P., "Excursions to Acquaint Teachers with Community Personnel," Twenty-first Yearbook, National Elementary School Principals, Washington, D. C., 1942, pp. 358 - 362.

2/ Prall, C. E. and Cushman, C. L., Teacher Education in Service, American Council on Education, Washington, D. C., 1944, p. 423.

> "Now I see that the teacher has a twofold purpose: to help the student become a useful member of society who can plan an intelligent part, and to aid him in developing his own personality. Each student is an individual with his own talents and his own peculiar characteristics. These differences must be recognized and opportunities must be given for individual growth." 1/

The teachers obviously through participation became completely identified with the task from an emotional point of view.

In Philadelphia the teachers had a seminar on The School and Community Relations which resulted in better relations between the school and the social agencies of the city. It had been undertaken because of the racial tensions between the negroes and white population.

In another city teachers who had returned from a summer workshop organized two enterprizes to promote educative uses of community resources among two hundred teachers who broke up into small study groups. They took regular trips to get acquainted with the people, activities and institutions involved in the problems their pupils were facing. They compiled a handbook of community resources in cooperation with numerous civic organizations. 2/

1/ Prall, C. E. and Cushman, C. L., Teacher Education in Service, American Council on Education, Washington, D. C., 1944, p. 424.

2/ Heaton, K. L., Camp, W. G., Diederich, P. B., Professional Education for Experienced Teachers, The Program of the Summer Workshop, University of Chicago Press, Chicago, Ill., 1940.

Weber Study of Teachers' Meetings, 1943

Although Weber's study of the problem was in high schools yet since it had largely to do with growth through teachers' meetings, the device most easily available in all schools, and because it was very interesting and could be applied to the elementary school it has been included in this chapter. He surveyed 247 schools in the North Central Association and he found that in 47.7% there was no expression of the philosophy of in-service education. In the rest 28.4% believed in a cooperative approach while that of 23.9% was opportunistic or dictatorial. Teachers' meetings were used in 97% as a means of professional growth of which 90% required attendance; in 82.5% administrators presided; 66% were planned by principals or superintendents. Only 18% were entirely planned by the staff, and in 16% of these the teachers who were responsible for the planning were principal-appointed. A significant result of his study was that the coefficient of correlation between the serious obstacles listed for teachers' meetings and those planned by the staff was— .26 while that for principal-centered was +.42. The most important studies to be made in the teachers' meeting should be How Children Learn, Experiments in Education, Educational Research, Educational Magazine Articles, and Social and Economic Problems. Once again the correlation between these subjects and teacher-planned meetings was high, being .82, while in those which were principal-domi-

nated the coefficient was —.26.[1]

Workshops

In the Preface to Teachers of our Times, published by the Commission on Teacher Education, it has been stated that,

> "The new task confronting teacher education is, in part, the breaking down of the control of tradition and outworn practices, and, in part, the building up of new concepts of education and a creative approach to the problems of teaching."[2]

One of the most popular developments for in-service education has been the Workshop conducted in cooperation with higher institutions of learning in the summer, locally, and even in single buildings during term time. The appraisal of those operated under the aegis of the Progressive Education Association and the General Board of Education of the Rockefeller Foundation makes very stimulating reading. Furthermore it is convincing, because it was very carefully made by a follow-up study of two hundred participants who were unselected as to ability and who were not warned in advance of the investigator's visit, although he went with the permission of the principal. As far as possible his visits coincided with the changes of semesters so that he could get a sample of practice in evaluation. He found teachers discussing results with each other and

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1/ Weber, C. A., "A Summary of the Findings of the Sub-Committee on In-Service Education of the North Central Association of Colleges and Secondary Schools," Journal of Educational Research, 36: 694 - 706, May, 1943.

2/ Commission on Teacher Education: Teachers for our Times, American Council on Education, Washington, D. C., 1944, p. IX.

with their pupils with whom they were also planning future action based on these results. Those investigated were impressed with the fact that the workshop was being appraised and not the teacher. The sample included different geographical areas, those who came as individuals, and those who had attended as groups, and favourable as well as unfavourable school situations. The methods of evaluation were observation followed by conferences, opinions gathered from others, such as principals, supervisors and other teachers who had worked with participants, and check lists. Of those visited 85% indicated changes in courses due to workshop influence in the direction of "pupils' present needs and interests," 59% having objective tests to determine these needs. They also indicated less trouble "in devising activities related to pupils' needs and interests," in finding suitable materials and most of them said that they had acquired "a guidance point of view in understanding and treating pupils' problems." About 80% felt that they had provided for greater democratic experience for pupils, 73% had used "Pupil management of their own work as a way of learning," and 69% secured better pupil participation in planning.

The most disappointing results were in the fields of arts and crafts, dramatization and music, both in the check lists and observer's impressions. This might have been due to the fact that these were regarded as recreational and so the transfer had not been adequately made. The workshops were most

successful when they exemplified what they taught, namely, (1) when they began with interests and problems of teachers, (2) practiced the ideals of democratic living, and (3) held a new approach to evaluation of their own work. All of these were transferred by the participants to their classroom. However, the problem approach is not the only one and there is danger of stagnation and the use of stereotyped methods along this line. There must be greater emphasis placed on the creative.[1]

An evaluation of the work of two of these same workshops, the Eastern one at Sarah Lawrence College and the Rocky Mountain at Denver was made by Peek. She found that 69% of those who attended the former and 62% of the latter had found the work very helpful, and 30% and 33% respectively had found it of "some help." These figures tally very significantly with Heaton's. Peek also found that in the Rocky Mountain group 97% had found the workshop more helpful in contacts than the Summer School, 98% had enjoyed it more and 63% had found the work more difficult. Of the staff at Rocky Mountain Workshop, five had said that it represented a revolutionary idea for practically all teacher education, while eleven felt this to be true only for in-service growth; ten had said that it was a promising

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1/ Heaton, K. L., Camp. W. G. Diederich, P. B., Op. cit.

venture and eleven that it was a promising technique for promoting experimental programs.[1]

Prall and Cushman in their appraisal of workshops saw the same danger signals already expressed by Heaton and his colleagues, that is, that (1) there is too much emphasis placed on problems and too much pressure to find impressive solutions and specific results, and (2) that they are growing too stereotyped in stressing the analytical rather than the creative approach. On the other hand they concede that (1) the personal interviews have encouraged participants to think boldly and imaginatively in the plans they are developing, (2) that latent potentialities in individual teachers have been awakened, (3) that a spirit of camaraderie has been valuable in social development, (4) that they have provided a multiplicity of opportunities, and (5) most important of all they have been the prime movers in educational experiments.[2]

While the large workshops might have yielded small results in the field of arts and crafts, in the Anthony Bowen School in Washington, D. C. they were quite the opposite. This workshop was directed by the head of the Art Department based on a statement of needs and specific art weaknesses made by the teachers themselves. Practical demonstrations were followed by actual

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1/ Peek, Anna B., "New Departures in Professional Courses," Tenth Yearbook for Social Studies, Washington, D. C., 1939, Chapter IV, pp. 69 - 91.

2/ Prall and Cushman, Op. cit., Chap. V, pp. 233 - 234.

work periods and the homework consisted in the carrying out of any learned process in the classroom with the pupils if it fitted in with the activities of the current unit which was being developed. Specimens were brought back to the workshop for analysis and suggestions made for improvement. The length of the course was twelve weeks and the experiment was so successful that it resulted in an exhibit at the end of the year illustrating the theme, Democracy and National Defense, which had been taken for the entire building. Practical things such as cork table mats, tin-can vases or wooden door stops were made and in addition houses large enough for Kindergarten children to play with. Workshops in other areas were contemplated because of the success of this particular enterprise.[1]

Very recently a study of in-service education was made in the state of Michigan and the most significant findings were those of a school in Lansing. In this school both post-school and pre-school conferences of one week's duration were held, and throughout the year teachers' meetings in which the studies determined on during the conference periods were continued. Such topics as How Can We Individualize Instruction? How Do Children Learn? were studied. The noteworthy items were that the teachers defined the nature of the activity, made the major de-

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1/ Browne, Edna S., "An After-School Workshop in Arts and Crafts," Twenty-first Yearbook, National Elementary School Principals, Washington, D. C., 1942, pp. 310 - 311.

cisions, received adequate recognition, and participated in the administration.[1/]

Commission on Teacher Education Survey, 1944

In 1938 the Teacher Education Commission of the American Council on Education decided to conduct a cooperative project of in-service education. Twenty institutions of college level cooperated with fourteen school groups representing twenty-six different school systems, large, small, county and miscellaneous over a period of three years - 1939 to 1942. In carrying out this effort centres were selected in various parts of the country, some negro schools also having been included. The chief methods which were used were the organization of study groups during the regular school year, summer workshops under local auspices and occasional local conferences. The enlistment of working personnel was voluntary and diversified, drawn from every school level and from the community at large. Each centre chose the study that interested its particular group. The general conclusions reached from this cooperative study were:

(1) That there were evidences of a continuous growth in the capacity to teach.

(2) A broadened understanding of human development and human living.

1/ Outcomes of the Michigan Cooperative Study, Trout, David M., Editor; The Professional Development of Teachers, Chapter VIII, Michigan Cooperative Teacher Education Study, Lansing, Mich., 1943.

(3) Growth in capacity to work with others, that is, with classroom teachers and principals in a variety of activities, with the administration, with parents and community leaders, and with children of different ages. 1/

For instance, in Newton it was found that the planning committee was composed of principals, teachers, and assistant superintendent who was also director of guidance and research. Teachers and principals from different schools and at different educational levels having worked together and having visited each other's schools had pooled judgments which had resulted in a revision of the curriculum.

In Pasadena supervisors had studied Reading problems. In Des Moines one hundred and two elementary school teachers and two principals had worked together in a summer workshop on the newer techniques in Elementary Arithmetic, Kindergarten problems with special reference to music, Primary music, materials for community study in Grade IV, and finally in planning a well-rounded program for the Primary Grades. The results were shown in the continuance of these studies during the winter, and the surveyors remark that,

> "The workshop's best usefulness is determined by the extent to which it is geared into the in-service activities of the regular year." 2/

1/ Prall and Cushman, Op. cit., p. 438.

2/ Prall and Cushman, Op. cit., p. 215.

Prall and Cushman appraised highly the study groups which they found an "indispensable procedure" of professional growth and development, especially those concerned with Child Study. They found that teachers had begun to look for the underlying causes of child behaviour and also to realize that a child's physical development, his home environment and many other factors govern it. Teachers had discovered that children are individuals and that the cooperation of other pupils and parents was needed to understand them. These study groups were found everywhere and increased attention was given to guidance, home-room and auditorium programs, to ways of reaching needs of individual pupils, and increased resources in visual arts. More democratic procedures in both classroom and administration had also resulted. For instance, in Denver, teachers had met in small groups to study the philosophy of education. They had been assisted by supervisors, directors of education, social workers and workshop consultants. The results were to be seen in the elimination of the study hall, emphasis on Grade forums, student councils, abandonment of remedial programs under single teachers, abolition of honor societies and honor persons groups.[1/]

In the final analysis the authors found that the best results of an in-service program were found when:
(1) The specific needs of the teachers themselves were studied.

1/ Prall and Cushman, Op. cit., Chap. VI.

(2) The predominant form was that of group activity.

(3) The focus was the teacher's job, not the teacher.[1]

In other words, the most significant outcome of the study was that teachers took a much broader point of view of their work and related it more closely to the needs of contemporary society. The more subtle forces, such as a more democratic teacher-pupil relationship, work experiences, and use of community resources, were markedly noticeable.

Summary: The various surveys and evaluations made of in-service education in the last twenty-five years in the United States have indicated that various sources have been used both from without and within the school, However, in the field of supervision which has been an important one, the most profitable means of promoting teacher growth have been by visitation, individual and group conferences and demonstration lessons and the least by supervisory bulletins. The teachers' meetings that have proved most useful have been those which concerned themselves with a study of child growth and development, educational research, educational experiments and social and economic conditions. The organized study groups have also benefited most from studies in child development and community resources, which have meant a better understanding of behaviour problems and their underlying causes in the case of the former, and a closer relationship between school and community in the

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[1] Prall and Cushman, Op. cit., Chap. VI, p. 440.

latter because of the active participation of teachers in community life. Every school or school system, whether large or small, whether urban or rural should have (1) a definite philosophy of in-service education, making a study of newer developments such as curriculum revision, extension and improvement of supervision, formation of study groups of various sorts, educational experiments and workshops, both summer and local term-time ones, and then choosing the one best adapted to its needs; and (2) all in-service education should be conducted along democratic and cooperative lines, that is, they should be teacher-planned and teacher-operated.

CHAPTER III

THE LUCIE HARRISON GIRLS' SCHOOL, LAHORE AND INDIAN EDUCATION

Historical Sketch

It has always been the policy of Christian Missions in India to establish segregated Central Schools with hostels attached, one for boys and one for girls, in each civil district in which they have organized churches. These serve both a rural and an urban community. Since the work of Missions has been among the outcaste or depressed classes, popularly known as Untouchables, the status of these under-privileged groups has been raised when they have been converted to Christianity. Similarly, missionaries have also been pioneers in the education of girls. In a country as caste-ridden as India where approximately sixty million human beings are classified as outcastes, and often treated worse than animals, the contribution to education which the Christian Church has made has naturally had far-reaching consequences. In the Punjab, a province of which Lahore is the capital, and in which there are evidences of the best British administrative work in India the education of girls was very much neglected. This was probably due to Muslim domination and prejudice, but at long last this community has awakened to the benefits of educating

its girls, largely because the young Muslim men refuse to marry uneducated women. The last two decades have seen an almost mushroom-like growth in schools for girls.

In 1912 the Lucie Harrison Girls' School was opened by the Women's Foreign Missionary Society of the Methodist Church. The school was to provide for the education of the daughters of Christian farmers who had moved to the North to stake their claims for land which had been desert but which the Government was reclaiming through a very expensive scheme of irrigation in the Punjab, known as the Land of the Five Rivers. Great controversy arose as to the wisdom of choosing a large city in which to place a school of this type, but Lahore was centrally situated and had cultural, medical and transportation facilities which finally determined its choice. Very shortly after the school was founded the Punjab, and especially the environs of Lahore, developed very rapidly industrially and factories were built almost overnight. There was no school for the poorer Christian urban community so the institution has long since justified its existance, and its services have been valued far beyond its own denominational membership. Besides this fact Village Primary Schools were established to take care of the early education of those living in the rural areas, which satisfied the complaints from the purely agricultural community.

Status of School

The school is classified in the Punjab Department of Edu-

cation as a Vernacular Middle School for Girls with Optional English. This means that English may be taught in Grades VI to VIII as a second language and may be offered as an elective subject in the final Departmental examination which comes at the end of Grade VIII, and for which all pupils strive. It is at present the prerequisite for further training in various lines of work. In the new scheme it has been called the Senior Basic stage and would correspond roughly in American educational parlance to the Junior High School. That is, in India such a school begins with the Kindergarten and finished with Junior High. It is a recognized school and receives an annual financial grant from the Lahore Municipality, and therefore it follows the course of study prescribed by the provincial Department of Education and is under their supervision, which unfortunately is not only inspectorial but also perfunctory.

Types of Teacher Training Institutions

Until 1945 because of the mushroom-like growth of Girls' Schools, and the totally inadequate supply of trained teachers the Punjab Department of Education followed a very short-sighted policy in the requirements for the Junior Vernacular teacher's certificate which is held by most of the teachers in the Primary Department. They reduced the training from two years to one which resulted not only in a poor quality of teacher but increased the factor of immaturity. The Christian Normal Schools still adhered to the two-year course but their

enrollment was limited, consequently the demand was always very much greater than the supply. Their graduates were secured by those Middle Schools whose missions supported them. The Methodists had three Vernacular Training Schools for Girls in a neighboring province but it was difficult to persuade the girls to work as far away from their homes as Lahore seemed to them. When they came they stayed not more than two years. The Government Normal Schools are poorly managed and the training of a decidedly inferior quality. To quote once again from the Sargent Report:

> "The type of training which these (Government) institutions give is open to serious criticism. It fails to keep pace with modern ideas in education and there is insufficient coordination between theory and practice. The curriculum tends to be rigid and the conditions of training rarely afford the student in training or even his teachers an opportunity of ascertaining definitely whether or not he is really fitted for teaching. The result is that many unsuitable candidates who should ordinarily be weeded out find their way into the teaching profession." 1/

The admission requirements for entrance to the Junior Vernacular Normal School is a Middle certificate. Girls are at present graduating from Middle Schools at a very much earlier age than formerly, the average being between fifteen and sixteen years. They are scarcely qualified to go for training but the need for women trained teachers is great and the country's economic conditions make it necessary for the majority to fin-

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1/ Post-war Educational Development in India; Op. cit., p. 49.

ish their schooling at the Middle stage. To overcome this inadequacy a Junior Vernacular trained teacher may go to a Senior Vernacular training school after she has taught for three years. At present the only ones of this kind are maintained by Government and therefore not too popular, although a Senior Vernacular or S. V. certificate puts a teacher into a higher salary grade but does not advance her professionally, paradoxical though it seems. A few take the year off to attend but again the economic factor often interferes.

The Junior Anglo-Vernacular Training School requires the University Matriculation certificate for admission and the course of study is taught in English. These teachers are recruited for the post-primary classes and are more mature and have a better background than those trained in the vernacular schools. However, since they may write their matriculation examinations in the vernacular if they wish, their comprehension of English is not very great yet all the work in the Training School is in English. The dearth of literature in the way of instructional assistance is not quite so much of a handicap for these girls as they have access to foreign publications as well as to a few periodicals published in English in India. There is only one educational magazine, The Moga Journal, published monthly in both English and the vernacular under the auspices of the American Presbyterian Mission. No Middle school can afford an entire J. A. V. staff, and in fact since the

Department does not consider it necessary, there would be no financial assistance from the Municipality towards it maintenance.

The fourth type of teacher training is the one which confers the Bachelor of Teaching degree and requires as a prerequisite the B. A. plus at least one year of teaching experience. Since the Department requires English to be taught either by a trained graduate or a person whose mother-tongue is English, Middle Schools of the type of Lucie Harrison employ one such teacher and designate her as Headmistress.

Unfortunately the emphasis while in training is laid on knowing all the rules and regulations of the Punjab Educational Code and the course of study is both inadequate and inefficiently managed. One month of Practice Teaching is required at the end of the term. Nevertheless, such a person could be of invaluable help in an in-service program, and the writer would certainly incorporate her services in the one that is to be suggested in this paper. In the Lucie Harrison Girls' School, the headmistress was a trained graduate. Of the others, three had had a two-year training beyond the High School, three held the Senior Vernacular certificate and four the Junior Vernacular.

No one of these teachers had been teaching for less than two years and four of them had a record of ten years of teaching experience. Attempts were made at various times by the school administration and by the Department of Education through

studies of books and Refresher Courses to provide means of growth, but as was perviously stated, there has been no systematic program carried out as yet. It has been altogether too haphazard.

To sum up, the reasons why a need has been felt for a definite program of in-service education for the Lahore school has been because of the inadequacy of the preservice training, the immaturity of the trainee, the dearth of literature especially in the vernacular which might be of assistance in keeping the teacher up to date in newer concepts of education, and the lack of continuity in educational leadership in the school which has seemed to result in a migratory staff, and has consequently retarded the progress the school might have otherwise made. Whether this was due to a lack of a forward-looking educational policy on the part of the missionary society, or simply to a set of unfortunate circumstances it is difficult to say, but the fact remains. In view of the expansion and the changes which are destined to take place in Indian education it is very important that the school in Lahore, if it is to make a worth-while contribution to the community, provide its teachers with greater opportunities for growth while in service.

Most teachers have found it very beneficial to have access to courses of study which could be a fresh inspiration to them when they are called upon to be giving out so continuously. In this country with its summer schools, extension courses, work-

shops, public lectures, public libraries, art museums, free musical concerts the opportunities are manifold even if the school did not concern itself about it at all. And yet there is abundant evidence of not only a growing tendency but an increasing need for school systems and even individual schools to provide opportunities within themselves for teachers to continue their education. If the necessity is felt in the United States it should certainly not be delayed to be put into operation in India. There are so many needs, both cultural and professional, that it is somewhat difficult to determine which is the greatest. Probably, gradually, a combined program could be worked out, or perhaps one year the emphasis might be cultural and the next year technical. In this way not only would the individual teacher continue the educational process for herself, but what is vastly more important and the real crux of the undertaking, she could help her pupils to take their proper place as citizens in this post-war world which is going to bring more changes to India and the other Oriental nations than to those of the West.

Education in Ancient India

To grasp fully the stupendous educational task in India one not only has to take cognizance of the social and economic conditions but also the educational tradition. The teachers in ancient India were humble and pious men who lived a hermit life on the banks of a river or in the forest, and who contemplated

nature because of their pantheistic beliefs. These men were Brahmins, the priestly and highest caste, and to them went young men belonging to the three upper castes namely, the Brahmins or priests, the Kshatriyas or warriors, and the Vaishyas or merchants. They went for instruction in religion and philosophy with the hope of themselves becoming leaders in culture and religion. Manual work was a part of the training in self-discipline and while the relationship between teacher and pupil was intimate it was never on a basis of equality. There were no actual fees but when the students left they gave the teacher presents in the form of jewels, cattle or money as expressions of gratitude. As is easily seen there was no rigid organization and a spirit of freedom pervaded the group. These facts are important as they are reflected in Indian schools at the present time. That is, teachers are highly respected, discipline in its broader sense is lacking and the average Indian family still prefers to have a "master" at home to tutor the children even if they are regularly enrolled in a school. The Arya-Samaj, a reformed Hindu sect, have tried to revive this ancient educational system in schools in Hardwar, the most sacred city of the Hindus, and in Delhi. Gandhi's idea of the ashram is similar and there has been a great revival of ashrams throughout the land. Tagore's school at Santiniketan also reflects this ancient idea although it has been very much modified to meet modern ideas in living. In other words, the objective

of ancient education in India was to pass on the cultural heritage and a strong religious motive permeated it. There was of course no attempt made to give any kind of education to women.

Education in India during the early British occupation

Contrary to current ideas the first British Administrators had very fine objectives for Indian education and emphasized the fact of utilizing as fully as possible the valuable elements of the national heritage and culture, and applying Indian life and its problems to it. They had insisted that all instruction should be in the vernacular and that the curriculum activities should cultivate intelligent citizenship.[1] But unfortunately with the creation of provincial Departments of Education the whole system became exceedingly bureaucratic, and while all instruction in the elementary schools remained in the vernacular, that of the High School and University was entirely in English. The Indians of the upper classes preferred to send their children to schools in which English was the medium of instruction from the Kindergarten. The writer remembers that in the year 1916 when the Director of Public Instruction was visiting a certain Girls' High School he addressed the question, "What is your father's name?" in the vernacular to a small boy about six years of age, and was shocked to receive a reply in perfect English, "Sir, my father is dead." He asked the Principl who was accompanying him for the reason of the reply, for

1/ McKee, William J., New Schools for India, University of North Carolina Press, Chapel Hill, N. C., 1930, pp. 30 - 31.

all English was forbidden below Grade IV in any school receiving financial aid from the State. The child had a tutor at home who taught him English because he could not learn it in school.

By 1918 the following educational policies were stated:[1]

1. Emphasis to be placed on raising the general educational average of the people.
2. Indigenous school methods should be encouraged.
3. Education for girls must be provided.
4. Primary education should have definite aims of its own and should not be considered merely as a necessary means to a higher education.
5. Because of the large number of one-teacher rural schools and because of the teacher's lack of training the educational task of the teacher, as regards both organization and curriculum should be made as simple as possible.
6. While the curriculum should be simplified, it should be done, not by restricting it to a few formal subjects, but by making it more easily synonymous with life.
7. The choice of vernacular language and script left to the option of the local community.[2]

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[1] McKee, W. J., Op. cit., p. 42.

[2] Note: In many parts of India more than one Vernacular script is read. For instance, in North India Urdu (usually designated as Muslim speech) is written in the Persian script while for Hindi (Hindu speech) it is the Nagri or Sanskrit.

8. Special attention should be given to securing better trained and better paid teachers, and to the further training of such teachers "refresher" courses and constructive supervision should be stressed.

Unfortunately it is one thing to state policies and another to have them carried into operation. There have been sporadic attempts made to change the courses of study to fit the needs of Indian children. It cannot be said that any real progress has been made, although there has been some improvement, especially in the matter of girls' education. But with all the attempts due largely to the bureaucratic system that prevails,

> "British-Indian education has come to be at its best a system of 'instruction,' and, on the average, a machine turning out pupils whom it has cut adrift from their own culture and traditions, from any understanding of the mainsprings deep-rooted in their past which move them to feel, to think, and act as they do ... The normal boy and girl who undergo the existing educational process come to live two lives, one a life of the instincts and emotions developed by home and society, the other, a life of the intellect, fashioned out of courses in an Anglicized curriculum and exercised in after-life in the business of making a living in an Anglicized economic world. Needless to say these two lives of the heart and of the head, come into conflict at points innumerable. The victims are riddles to themselves, conspicuously lacking in that well-balanced and integrated personality which it is the object of the school to achieve." 1/

1/ Noronha, George E., Backgrounds in the Education of Indian Girls, Doctor's thesis, Catholic University of America, Washington, D. C., 1939, p. 126.

This is a very harsh indictment of the sincere efforts of many English men and women who have served Indian education but more than likely, they themselves would admit its truth for they have felt as though they too were beating their wings against a stone wall. Noronha has himself admitted that because of the multiplicity of languages and scripts in India that "English is India's modern lingua franca" and that its use is wider than any of the vernaculars.[1] While the writer does not wish to defend British educational policy in India completely yet there are many reasons why there has been no more progress. There is much hope in the post-war educational scheme proposed by the Central Advisory Board of Education which aims to make elementary education universal, free and compulsory for as it has been reported,

> "Any country with 85% illiteracy is a potential source of danger under modern conditions and when the country in question is or aspires to be a democracy, the position becomes worse than dangerous. The primary requisite of any system of public education for a democracy is that it should provide for all its members, and not for a few only, at least such training as may be necessary to make them reasonably good citizens." [2]

Effects on Education of Socio-Economic Conditions

Caste. There can be no discussion of education in India unless one is aware of the social and economic conditions which not only prevail but have so permeated the

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1/ Noronha, George E., Op. cit., p. 7.

2/ Post-War Educational Development in India, Op. cit., p. 6.

life of the people that at times it seems impossible that a dent can be made. The writer feels that the system of Caste in India is its greatest curse and until that breaks there can be no unity. Education is the real hope and has already made a dent or two in its hard crust. No one who has not lived in India can ever grasp its subtle cruelty nor its far-reaching influence. No one can become a Hindu for he must be born into a caste, and such are its ramifications that all rules regarding eating and drinking, social intercourse and marriage must be maintained. In fact, a man may believe or not in the gods or any other aspect of Hindu theology but he must conform to all the regulations laid down by his particular caste. The great leaders in India such as Tagore, Lala Lajpat Rai, Gokhale, Gandhi to name only a few have condemned it but it still persists and shows few signs of disappearing. To sum up its effects,

> "Caste has enfeebled India politically by substituting vanity for patriotism. It has impoverished her physically by fostering a marriage system which is thoroughly unhealthy, both in its obligations and its restrictions. It has corrupted her morally by making insensate arrogance a religious and social duty. It has paralyzed her intellectually by forcing her to occupy her mind with infantile rules and distinctions and to regard them as the most serious interests in life." 1/

1/ Archer, William, India and the Future, p. 84 quoted McKee, W. J., Op. cit., p. 236.

Tagore has added,

> "The regeneration of the Indian people to my mind, directly and perhaps solely depends upon the removal of this condition of caste." 1/

Status of Women. According to Manu, the ancient Hindu lawgiver, woman must look on her husband as a divinity; in childhood she depends on her father, in youth on her husband, and if he is dead, on her sons or male kinsmen. No property by Hindu law can be inherited through the female line. The writer saw a demonstration protest as recently as 1945 against the proposed codification of Hindu law which would alter this item, and most of the demonstrators were women! And yet paradoxically enough a mother of sons is very much venerated and wields great influence in the home. At the All-Asia Conference held in Benares in 1930, C. R. Dhodapkar had this to say:

> "The education of the female deserves special mention as the question bristles with difficulties peculiar to this country. In the first place, Indian husbands have still to realize the importance and the great utility of having educated ladies as their life-long partners. "Novices" are bred up after the fashion of their mothers in the blissful ignorance of everything and the monotony of "training" has continued for centuries with an exception here or an exception there. Secondly, religious customs and habits - or to be plain the religion itself - of the people do not preach a different thing.

1/ Farquhar, John N., Crown of Hinduism, Milford, London, 1920, p. 174.

> Slogans like "A woman ill deserves freedom" torn off religious texts and misinterpreted by vested interests are not likely to uproot or even shake some of the ruinous traditional beliefs of the people. Purdah system is another great obstacle in the spread of primary education, as girls of eight must remain behind purdah. Lastly, the helplessness of some of our educated men and women is responsible for the belief that is fast gaining ground that the present education is not worth having." 1/

This in a nutshell describes the status of womanhood in India but like caste there have been many changes, especially during World War II. When Bethune College for Women was founded in Calcutta in 1849 the cry of "the home in danger" was raised, for to the Hindu,

> "Woman is a priestess of the home, watering the sacred plant, keeping the sacred fire, guarding sacrementally the purity of the food by her ablution and prayers. Her household service is an act of vhatki (personal devotion), she goes abroad only for pilgrimage. But within the house she is the centre of all activity, not shut off in any way from the males of varying ages and generations but influencing vitally their home talk, thought, and actions. In the wife and mother, and even in the concubine, diety is immanent. In Kali modern Bengal adores the motherland." 2/

But the classic remark supposed to have been written in a subordinate's report indicated in the last century the apathy of the Indian people to the education of women.

1/ All-Asia Educational Conference, Benares, December 1930, Address by C. R. Dhodapkar, Indian Press Ltd., Allahabad, 1931.

2/ Mayhew, Henry, Education in India, Faber and Gwyer, London, 1926, p. 99.

He is supposed to have written,

> "Female education is carried on in response to demand which does not exist." 1/

Economic Background

There are various figures given for the agricultural population of India. According to figures reported by the British Information service in New York 89% of the people live an entirely rural life. 2/ According to John Sargent, Commissioner of Education for all India, in order that India maintain an educational plan that would eradicate illiteracy she will have to expand industrially so that only 60 to 65% of her people depend on agriculture. 3/ Mr. Powell Price, Director of Education in the United Provinces of Agra and Oudh has stated that

> "Poverty in India is partly the result of a mental attitude and lethargy which are due to centuries of acquiesence in a standard just above minimum. What is necessary is to awaken a desire for a higher standard; basic education will do this, and the rest will follow by natural evolution." 4/

The causes for poverty in India are many and varied and very evident to the visitor who makes a tour and to the foreign

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1/ Mayhew, Henry, Education in India, Faber and Gwyer, London, 1926, p. 98.

2/ British Information Service, 50 Facts about India, New York City, 1943, p. 6.

3/ London Times Educational Supplement, Report by Mr. Sargent at All-India Educational Conference at Srinagar, Kashmir, 1941, on Post-War Reconstruction, February 7, 1942.

4/ Powell-Price, J., "Basic Education in India," London Times Educational Supplement, January 10, 1942, p. 16.

resident who never grows used to it. It is a well-known fact that the majority of people in India live continually on the borderline of starvation, heavily in debt to the moneylender who more often than not holds a mortgage on prospective crops. There will have to be drastic changes in economic conditions if India is to become even literate, let alone educated.

Post-War Educational Plan for India 1/

The scheme calls for a system of universal, compulsory and free education for all boys and girls between the ages of six and fourteen, and while it predicts forty years for the period of time it will take to put it into complete operation, due largely to economic conditions and the very great shortage of trained teachers, yet it envisages that within twenty-five years from the time it begins to operate that all between the ages of ten and forty years will be literate. The necessity is great for the Report points out that,

> "Any country with 85% illiteracy is a potential source of danger under modern conditions and when the country is or aspires to be a democracy, the position becomes worse than dangerous. The primary requisite of any system of public education for a democracy is that it should provide all its members, and not for a few only, at least such training as may be necessary to make good citizens."

Types of Schools

Nursery Schools which could be attached to Junior Basic schools, especially in the rural areas, are strongly recom-

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1/ Post-War Educational Development in India, Op. cit.

[illegible]

mended but not to be compulsory. All teachers are to be women.

The Primary or Junior Basic school which would be compulsory and cover the first five years from the ages of six to eleven, and in which the medium of instruction would be vernacular. Three-fifths of the teachers are to be women.

The Middle or Senior Basic school which would be three years beyond the primary stage, the medium of instruction to be vernacular with English taught as a second language if so desired. It is expected that the majority would complete their schooling at this stage. For this reason it is very essential that there be a well-rounded curriculum to prepare pupils for citizenship and to inspire them to continue their education in centres provided for this purpose by the Government and at convenient hours. By the term basic is meant the skills in the learning tools, or the three R's and in addition handwork correlated to all the subjects so that pupils will be able to express themselves as freely with their hands as through skills in pure subject matter. In other words, it will be learning through activity and in line with the newer ideas of modern education in the West known as the basic skills and activities program. The difference between this and the Wardha plan is that the Sargent Report calls for handwork as an aid to creative education but if a skill in crafts can be realized and the products sold this will help in securing materials for the school. Mr. Gandhi feels that because of the economic conditions prevalent in India the school

will have to be entirely self-supporting.

The High School or post-Senior Basic stage is not only to have two divisions, namely (a) Academic leading to the University and (b) Technical preparing for higher technical training in industry, business management and agriculture, but that this high school education would begin at the post-primary stage, thus making it imperative for a child to decide at the age of eleven whether he wants a university or a technical education in the higher levels. That this is far too early an age for decisions of this sort to be made is the concensus of opinion among many educators. Fifty per sent of the teachers are to be women.

Teacher-Training schools are to be of three types, (a) for Kindergarten and Nursery Schools, three years, (b) for Junior and Senior Basic Schools three years, and (c) for non-graduates teaching in High Schools two years. For those graduates who would teach in High Schools the University Schools of Education would offer a one year's training. All these trainees must be High School graduates which would eliminate most of the present day Methodist Normal Schools for Girls which require only a Middle School certificate.

Summary

Christian Missions have been pioneers in the field of a democratic form of education in India but their policy in administrative leadership and provision for a definite system of

in-service education has been too changeable and haphazard. This has retarded educational progress due to the inadequate pre-service training of teachers and the traditional ideas which have been concerned with passing on the cultural heritage only. Education during the British occupation has tended to be mechanical even though efforts have been sometimes made to relate it to Indian life. Social and economic conditions have militated against any of the newer developments that are so well known in the West. Illiteracy is very widespread. However, if the new post-war educational scheme whose aims are to give India a universal, free and compulsory elementary school system, is operated, within forty years this curse will be wiped off India's slate. Its greatest potentialities will lie in the education of girls who will be required as teachers. In the interval the present professional quality of teaching can only be increased by means of in-service education.

CHAPTER IV

CHILD STUDY INITIATED AS A MEANS OF IN-SERVICE GROWTH THROUGH A SERIES OF TEACHERS' MEETINGS IN THE LUCIE HARRISON GIRLS' SCHOOL, LAHORE, INDIA

The Necessity for a systematic program of in-service training in an Indian school is obvious. At present the best means available for its provision is through the teachers' meetings which have usually been held fortnightly in the Lucie Harrison Girls' School. The material in this chapter has been prepared to cover six such meetings, and the questions or study activities at the end of each section have been designed to provide discussion for additional ones throughout the school year. The expectation is that by initiating child study that the staff will take a keener interest in some of the newer teaching techniques in order to meet the individual needs of pupils. At the same time it is hoped that they themselves will grow mentally and spiritually. The study of child growth and development has attracted a great deal of attention as a means of in-service training in America, and, wherever undertaken, has led to enriched curricula. The same will undoubtedly be true in an Indian school. At any rate the attempt will be made.

I. Formulation of Objectives for the Lucie Harrison Girls' School, Lahore

Boston University
School of Education
Library

Meaning of the term Education

It is well for teachers to examine the meaning of the term Education for unfortunately it is all too often associated with mere schooling. This would not be dangerous if the school really inspired children to think of it as a process of continual growth throughout life. The school opens doors and we would hope that these doors lead to a richer, fuller and in short a more abundant life. If we as teachers could take this as our goal, we should soon discover that the acquisition of the fundamentals, known as the three R's, were absolutely essential. We might also happily discover that in the acquisition of these we could lead the children by way of greener pastures. Dr. Dewey whose name has become synonymous with modern educational ideas has spoken of the educational process as being "an unfolding of our latent powers toward a definite goal." That is, a development of our spiritual qualities, an unfolding from within as well as a time of preparation or getting ready for the responsibilities and privileges of adult life.[1/] In other words, we would probably all agree that the main function of the school is to help the individual child to adjust himself to his environment, not only in practical affairs but also emotionally so that he can continue to grow intellectually and spiritually. The reason emphasis is being placed on the growth of the some-

1/ Dewey, John, Democracy and Education, The Macmillan Co., New York, 1923, p. 88.

what intangible qualities is because we are finding out more about this side of life. For us in India this should not be difficult to understand, even though we have approached the question from the mystical rather than the scientific side as has been done in the West through the study of psychology.

Objectives of modern Indian Education

We are all familiar with the Sargent Report and with our own new syllabus in the Punjab both of which have laid emphasis on this aspect of education which Dr. Dewey feels is so important. That is, that the school in India must try to direct children in the ways of good citizenship which means a physical, mental and emotional development of the individual into a growing personality. We have heard the term self-expression used a great deal. We have also heard about the correlation of handwork to other subjects, but again we are in danger of mechanizing these ideas instead of allowing them to be truly creative. Mr. Powell-Price, Director of Public Instruction in the United Provinces, who has done so much for the introduction of crafts in the schools of that province has said

> "The use of crafts to introduce and illustrate a lesson is a quicker and more interesting approach to most subjects and has proved to be a potent means of exciting the interest and maintaining the attention of young minds." 1/

This is a period of transition in the history of India, economically, politically and socially. It is a great opportunity for

1/ Powell-Price, J., "Experiment in Basic Education," London Times Educational Supplement, January 8, 1944, p. 16.

the women to lead for it is they who have been very conservative in matters relating to social education. Noronha, an Indian student who received his doctor's degree in America, wrote in his thesis which had particularly to do with girls' education in India,

> "His (the educator's) is the opportunity and the duty, at a critical juncture in his people's history, of being at every step of the educational ladder a nation-builder."1/

Of schools such as ours - the elementary schools - he feels that teachers have been

> "usually drudges, without training or professional consciousness,"

but he feels that we have an important function to perform which he states as being two-fold.

> "Negatively, they must set themselves sternly against segregation of the untouchables in classes, playgrounds, or dining halls.Postively they should strive to create an atmosphere of work and play in which, perforce, their pupils must come together in cooperative endeavor. In every school, through the medium of some form of student government adapted to pupil age, the potentialities of juvenile leadership should be enlisted in spreading among the rank and file the idea of the unity of the nation, as overriding divisions of caste and creed."2/

He mentions the social evils so well-known to us of premature marriage, enforced widowhood, purdah, and the joint family

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1/ Noronha, Geo. E., Backgrounds in the Education of Indian Girls, Doctor's thesis, Catholic University of America, Washington, D. C., 1939, p. 186.

2/ Noronha, Geo. E., Op. cit., p. 189.

system, the first of which the law has tried to abolish, but how many of us have faced up to these as evils? Have we not rather accepted them as part of our social structure? As teachers it is worth while to think of our duty in this realm and relate the work in our classrooms to some of these things as well as to that of subject matter skills and health.

Mr. Gandhi through the Wardha scheme with which we are familiar focused attention on the need of introducing Crafts in the schools as a means of financing elementary education. Like so many of his ideas it was found impracticable to support the schools wholly through the work turned out by the pupils as he wished to have done, but it made the rest of us wake up to the inadequacy of our present curricula. We know that if this part of the Wardha scheme had been practiced child labour would have been further exploited or the goods would have sold at more than their market value, both of which evils have flourished ever since Mr. Gandhi launched his Khaddar campaign in 1921.[1/]
But if what Professor Coupland of Oxford University says is true that,

"The scheme (Wardah) is not a political stunt

1/ The Khaddar campaign was the wearing of a coarse handspun and hand-woven cotton material by all members of the Congress Party in India. The demand far outdid the supply as it became a political symbol and consequently to meet the demand many of the Indian industrialists who owned machine-operated factories which Mr. Gandhi deplored as being barbarous and foreign to India simply added hand-loom sections and also conducted sweat-shop system which simultaneously increased the prices of this type of cloth, which the villager could no longer buy. The economic and social evils remain.

> or a party slogan, but an adaptation to Indian needs of educational changes which have more acceptance in Europe and America and have revolutionized the elementary stage of education in England." 1/

The publicity given to the hand-work in the elementary school, and the relating of subject matter to life situations as proposed in the Wardha scheme have been the spur that was needed.

Comparison with Russian educational aims

We also have much to learn from Russia where the mass of population has been largely agricultural, backward and illiterate, priest-ridden, and exploited by the upper classes fully as much as in India. In the Soviet Union there are many languages spoken, people of many different creeds and races, economic and social conditions very similar to those in our own land with the exception of caste and purdah. The attitude of the ruling class in Tsarist Russia was similar to that of the high-caste Hindus both in ancient and present-day India that,

> "Knowledge is useful only when, like salt, it is used and offered in small measures according to the people's circumstances and their needs.....To teach the mass of the people, or even the majority of them, will bring more harm than good. Education should be proportionate to the prosperity of those who are being educated." 1/

1/ Editorial: London Times Educational Supplement, April 3, 1943, quoted from Professor Coupland's Report on Indian Politics, 1936-'42, (Oxford University Press), p. 280.

2/ Education in the U.S.S.R., Study Outline No. 1, Anglo-Soviet Youth Friendship Alliance, London, p. 4.

But after the Bolshevik Revolution when the Communist party nationalized all industry, land, and natural resources, they realized that if they were going to develop industry which they considered very important in this day and age, they were also going to have to educate the masses. Because the emphasis was on industrialization, and the need to direct the thought of the people towards building up a powerful Russia was the primary objective of the Communist regime, the children in the schools had to be prepared to be useful members of society. It is for this reason that the modern Russian school system has always been closely associated with the life of the community, and opportunities for those of promise to go on with the higher stages in education have been boundless. The Russian word for education is Prosvestchanya, meaning enlightenment."[1] The matter of opportunities for an elementary education for all, and a higher education for those who show ability and capacity is the objective of the post-war scheme in India.

Objectives for the Lucie Harrison Girls' School

Education in the main is adaptive and society will have the kind for which it sets its goal.

> "A society which exalts force and violence will have one set of educational aims. A society which values reason, tranquility, and the paths of peace will have another and very different set. Again, a society which worships its ancestors and blindly reverences the past will

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1/ King, Beatrice, Changing Man, Viking Press, 1937, p. 23.

> have and does have different educational purposes from a society which recognizes the necessity for adjustment and change. The educational objectives in each case rest upon certain ideas of good and bad, but these ideas are different and lead to aims for the schools which differ from one another as the day from the night." 1/

In India we have too long reverenced the past. We have passed on our social heritage and culture but we have failed to keep step with changing conditions in world society. We have followed the path of book-learning and subject matter as an end in itself instead of making it means to the end of real education which is a continuous process. To summarize, we are going to look at some of the newer ideas of education in the West, synthesize them with our own life and cultural ideals and have as among the main aims of our own school: (1) to endeavour to open doors to a richer mental and spiritual life, (2) to relate the life of the classroom more and more to the life of the community, (3) to help our girls to take the initiative in national civic life, and (4) finally to strive towards the goal of real enlightenment.

Classification of Educational Objectives of the Educational Policies Commission, National Educational Association (Mimeographed copies to be given to teachers).

The following classification represents the areas with which the objectives of education are chiefly concerned: 2/

1/ Educational Policies Commission, The Purposes of Education in American Democracy, National Education Association, Washington, D. C., p. 2.

2/ Educational Policies Commission, Op. cit., pp. 45 - 47.

1. Education is Concerned with the Development of the Learner.

The first role, or phase of total behavior, is that of the educated person. Conduct in this field is centered on the personal development, growth, and learning of the individual. It includes his use of the fundamental tools of learning, his health, his recreation, his personal philosophy. The placing of these objectives first in the list is not accidental. They deal with the development of the individual himself. In a democracy this field is of supreme importance. Success in this role conditions one's success in every other phase of life's activities. The purpose of education which fall under this section of total behavior will be referred to us as the objectives of self-realization.

2. Education is Concerned with Home, Family and Community Life.

A second area is that of home and family relationships with their immediate and natural extensions to neighbors and community. Educationally the home is the most powerful, as it is perhaps the oldest, of all social institutions. Good homes and good communities are the basic units of democracy. The activities of the educated individual which relate to their immediate, person-to-person contacts are therefore, grouped together in a section on the objectives of human relationship.

3. Education is Concerned with Economic Demands.

The next aspect of the activities of the member of a democratic society includes the economic sphere--the creation

and satisfaction of material wants. Here we consider the education of the individual as a producer, a consumer, an investor. The importance of such education in providing the indispensable material basis for comfort, safety, and even life itself is clear. The objectives within this general area will be classified under the heading of the objectives of economic efficiency.

4. Education is Concerned with Civic and Social Duties.

Finally, there are the activities of the educated citizen. They involve the dealings with his government--local, state and national--his relationships with the peoples of other nations, and his other "long-distance" contacts in large-scale enterprises. This field of activity is served by education through the objectives of civic responsitiliby.

Study Activities for Meeting No. 2:

1. Please examine carefully these objectives of education as formulated by an American organization. Be prepared to discuss them from the point of view of what our school is doing or could do.

2. Please write out your philosophy of education.

II Child Growth and Development

We are all agreed that not only must individual differences be recognized in children but also that children

must learn to work and play together. They should know the laws of personal and community hygiene, should appreciate art and music, practice courtesy at all times, respect each other's religious faith, and be law-abiding. They should also know how to work with their hands, how to manage their personal income, and in short, they should grow in all directions but especially in depth.

Individual Differences in Behavior

Today we want to begin our study of the child as a growing organism especially as to his emotional and social development. A great deal of attention has been given to the physical health of children and rightly so. But in our eagerness to improve the physical life of children in Indian schools we have very much neglected the more difficult part of his nature, namely, his emotions. We are well aware of the fact that the kind of social order we have depends on the character and personality of the individuals who go to make up society. When a child goes to the doctor for a physical examination he tries to discover what the individual needs of the child are, then he identifies them with patterns of diseases or physical disorders, and finally prescribes the treatment to which he thinks the child will individually respond. For instance, in our recent epidemic of measles the doctor found one child with a rheumatic heart, another with malarial complications and still another

with typhoid complications while the majority had the normal reactions and responded to the usual treatment. You will remember that even with these latter we had to be on the alert to notice variations. One could multiply examples of this sort in the medical field, and we could very well use this approach in the mental, emotional and social development of the child. Instead we have insisted that the child should fit himself to the school curriculum and not the reverse as it ought to be.

> "The interest of the clinical approach is in an understanding of the individual child, and just because of this concern the clinical responsibility of the physician and psychiatrist cannot be avoided, but the clinical approach has seemed destined to remain outside the limits of acceptable scientific procedure." 1/

Research has discovered many interesting things in the prenatal stage of development which we cannot lose sight of in our study of the child.

> "There is a normal, progressive evolution of behavior in the human fetus. Furthermore, the development of fetal behavior lays a necessary foundation for the later development of postnatal behavior, so that the latter is not merely imposed upon the former, but arises from it by a process of further maturation of already existing activities." 2/

1/ Baker, Roger G., Konnin, Jacob S., Wright, Herbert F., Child Behavior and Development, p. 6.

2/ Ibid., p. 6.

In other words, the child even in embryo is growing not only physically but emotionally. Just as some children develop physically faster than others, some learn to walk and talk earlier than others, so there are some natures which appear simpler while others are more complex. All these factors contribute to the making of an integrated personality which is dependent somewhat on physical health but very largely on environment, especially in the attitudes and personalities of those with whom the child comes in contact.

Principles of growth in pre-school children

While we do not have to do with children before they are of school-going age it is very important that we have some idea of the way in which they develop so that we can better understand them.

> "Mass activity precedes specific behavior. Learning is a process of differentiating and selecting certain activities from larger units of behavior. This differentiation leads to building a new pattern, acquiring a new concept, a new integration, certain particular concepts from a general one."1/

For instance, the child at three or four thinks of all cows like the one in his own home, but gradually he begins to differentiate between them, and eventually he may learn the different types and characteristics of each.

1/ Lee, J. M. and D. M., The Child and His Curriculum. D. Appleton - Century Co., Inc., New York, 1940, p. 24.

Psychologists consider the pre-school period a very important one because the habits acquired in infancy carry much emotional content and often transfer themselves to new situations, one being that of coming to school. Some have claimed that the basis for traits that contribute to personality are formed in the first two years of a child's life. This seems rather an extreme position but probably we, especially the Kindergarten and Grade I teachers, have all known children in school, who have shown decided tendencies to temper tantrums, contrariness, feelings of inferiority, lack of initiative, selfishness and a score of other qualities or traits among which are many desirable ones. We could trace the sources of several of these to home training and as teachers we should try to find the causes of such behavior for these traits are but symptoms of some deeper reasons. We have children in our schools from wealthy homes as well as those from very poor ones, some whose parents are educated and others whose parents are illiterate. It would be interesting to study two children who come from entirely different socio-economic groups to observe differences. We have been told that instinctive tendencies are

> "to be self-assertive, to do as others do, to become uncomfortable at the sight of suffering, to play which involves manipulation and experimentation with every object within the

> child's reach including his own limbs and body, sex, and gregariousness." 1/

There is however variability in mental traits which are supposed to be largely a matter of inheritance, but we know that within the same family there is no uniform grade of ability. As yet no intelligence tests have been developed in India and so our estimate of mental abilities is inaccurate but even in America where they are used so extensively research has shown that intelligence quotients do not remain constant.2/ It should be comparatively easy for us to distinguish between extremes of dullness and brightness and to meet these individual differences in some measure.

> "Giving the same education to each child is not giving equal opportunity to each child. It is just as much the right of the dull or defective child to have the type of education and training that suits him, as it is the right of the average or superior child to have the type of education and training that will make for his best development. Many behavior difficulties have their origin in the strain which arises when dull children are forced to try to attain standards far beyond them. On the other hand, bad habits of work and personality difficulties often come from keeping a superior child in a group which he far excels in mental level."

1/ Arlitt, Ada H., Psychology of Infancy and Early Childhood, McGraw - Hill Book Co,, Inc., New York, 1930, p. 90.

2/ Kovaraceus, W. C., "Extent of Stanford - Binet I. Q., Changes in Retarded Children," Journal of Educational Research, September, 1941.

3/ Arlitt, Ada H., Op. cit., p. 21.

The Primary Emotions

What are the three primary Emotions?

Fear, Anger and Love.

We shall look at each of these in turn to see the causes usually attributed to each and the emotional dangers inherent in each. Fear and anger are often closely related although in the case of the former the child tends to shrink back and hide, while in anger he is more likely to strike out and attack the object that has aroused it. Both develop similarly although situations may be different. For example, a child may hear a loud noise when he picks up a toy duck or rabbit. He tends to associate the object with his emotional state of fear so that the next time he comes in contact with it he shows fear. If the toy is taken away from him when he is playing with it he feels thwarted to the degree of anger, so that when he has a chance of getting that particular toy again, he may try to break it to bits.

In the same way he may transfer a fear or anger state to a new situation which bears similarity to the one that has produced the original one, or by verbal association, warnings in the case of fear, threatenings of punishments in the case of anger. We know that in India this is carried to a great extreme on the part of parents. A child is often told that evil spirits live in the peepul tree,[1] and is warned that

[1] The peepul tree is a lovely shade tree and is found in most school yards. It has often been difficult to get children to play under it at school because of the fear of evil spirits.

he must not ever go there after dark. It takes a long time for the child to get over fear. If a child has been threatened severely for disobedience at home he tends to show anger which often results in defiance. Another factor which conditions both fear and anger is imitation. That is too common to need illustration. Jealousy very often arises out of fear when parents seem to show preference for the behavior of one child to that of another. Teachers are guilty of the same thing. Temper tantrums may be the result of over-stimulation, staying out late at night or simply a bit of exhibitionism. The main thing is that the teacher must try to discover the cause of the behavior exhibited and if possible to recondition it. In the case of fear the idea is to abolish it completely and in the case of anger to rechannel it.[1]

In a study made by Jersild of children's fears compared with those of adults, he found that in the case of animals the frequency was almost identical. In the case of noises it diminished with growth very appreciably.

> "Danger or threat of bodily injury through acts of persons or through situations regarded as dangerous"

increased very steadily with age as also did

> "ridicule, failure, apprehensive over personal appearances, personal inadequacies"

and the like. Being alone in the dark doubled at the age of

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[1] Arlitt, Ada H., Op. cit., p. 121.

five and then practically remained constant to adulthood. The fear of imaginary characters from movies or books was most marked at the age of eleven and twelve. Obviously fears originate in some frightening event and Jersild feels that the best way to assist the child in overcoming them is to cope with the thing or situation that he fears by actively dealing with it.[1] Arlitt, on the other hand recommends social imitation, that is letting the child see that the other children of the same group are handling the object and derive no harm from doing it.[2]

Love is almost entirely the result of environment. The child first of all loves himself, then his affection is centered on his mother, when he goes to school it transfers itself to his teacher, and in the home to the father. About the age of twelve boys will stand by the gang and girls by their schoolmates. About the age of fifteen or sixteen the sentimental side of human nature develops and interest begins in the opposite sex.[3] The dangers in this emotion, and one frequently observed in India, is that the mother will be too possessive in her affections, or that the child will show an inordinate affection for a teacher or another companion.

1/ Baker, Roger G., Konnin, Jacob S., Wright, Herbert F., Child Behavior and Development, Op. cit., Chapter 19.

2/ Arlitt, Ada H., Op. cit., p. 122.

3/ Ibid.

Because of the lack of companionship with members of the opposite sex in India, due to our social customs and regulations, much harm can result in a child's emotional life.

Habit Formation.

Habit Formation is said to occur on three levels:[1]

(1) Simple reflex or perpetuation by practice.

(2) Conditioned reflex or that series of activities or pattern laid down at birth and attached to a stimulus with which it was not originally connected. For example, the reflex or blinking which at first is a response when something actually comes in contact with the eyeball, but later on by association it is in response to an object which comes toward the eye and occurs long before there is any actual contact.

(3) Fusion of activities, that is, the child associates several different things which all culminate in the one habit.

There are three laws operative in the formation of habits, namely, frequency, recency, and intensity. These are too obvious to require any further explanation. The teacher is interested in the work habits of the child but she also has to watch for physical and emotional reactions in determining how to help with them.

The difficulty lies in trying to break bad habits. The first thing to discover is the natural interest of the ac-

1/ Arlitt, Ada H., Op. cit., p. 122.

tivity which has led to the formation of the particular habit. If possible the child should be shown why it is undesirable, and in trying to modify it one can do so by removing the object of temptation, this being known as "disuse." If a child insists on removing books from the bookcase or touching things in the living room that he shouldn't, one can lock the bookcase or remove the things out of his reach. Another way is to substitute, known as sublimation. If the child has a place for his books he can be told that the one is mother's and the other his. He usually responds because the sense of possession is a strong human trait. Finally, a penalty can be imposed but it should follow immediately, and never when the adult is angry and irritated, although this is easier said than done. Some children have a habit of tearing up paper and throwing it about or leaving their toys lying about. If they are made to pick these up and put them away before they are allowed to start another activity they'll soon learn not to do these things. For very little children a rest period will often improve the situation. Therefore by means of disuse, substitution, and punishment or correction administered judiciously a bad habit can be broken. At this point a good habit should be substituted or at least initiated if possible.

Summary

Children differ in their behavior patterns, the bases of which are often set up during the pre-school stage which

makes this a very important period in their lives. It is at this time that they develop tendencies towards displays of temper, stubbornness, feelings of inferiority and many other undesirable traits although these are balanced by desirable ones as well. In dealing with the primary emotions of fear, anger, and love we must be careful to discover the causes if possible and then to recondition fear by eliminating it, anger by rechannelling, and love by directing affections in the right direction and towards the more normal types.

Study Activities for Meeting No. 3:

1. As has been suggested select two children from different socio-economic groups and note what causes fear and anger. Be very careful not to arouse this emotion.
2. How many times have you observed fear and anger since your observation began?
3. Did your children show any defence mechanisms?
4. Have you tried any means of reconditioning? If so, describe your procedures.
5. Do your two children show affection? Describe at least two situations in which you have made your observation.
6. How would you classify emotional control in your two case studies? Average? Greater than average? Less than average?

III The Child as a Learner

Observations

From your reports you have found that the chief causes

of fear have been the result of a sense of inferiroity, of jealousy, of worry of punishment at not getting work done or because of misconduct. You have discovered that anger has arisen from the child's feelings that injustice has been done, or that he has been thwarted, or even that he has failed. You have found that affections that children have displayed were due largely to propinquity or sometimes to some basic similarity, or in the case of yourselves to the friendly atmosphere of your classroom. You have also observed that undesirable emotional expressions can be reconditioned by understanding, praise, encouragement and by getting the children interested in activities to which they respond and enjoy doing. You have seen how important the role of the teacher is when she assumes the role of guide and friend. You have seen that by trying to find the causes of the undesirable traits you have taken a different attitude towards the children. Josiah Royce, a great modern philosopher who was for many years a teacher at Harvard University has said,

> "You must come now, not any longer as a disciplinarian but quite sincerely as a friend, as human man offering help to a younger brother in distress....you must be a true naturalist and study this live creature as a biologist would study cell growth, under a microscope, or as a pathologist would minutely examine diseased tissues. In order to study, you must,of course, love. Minds and their processes must be delightful things in your eyes.... Intolerance and impatience have ab-

> solutely no place in such a scrutiny. You must fear nothing. You will be very tender with the sanctities of youthful feeling; but if, in the course of your scrutiny, a poor heart gets open to you and you find it a very evil beast indeed, you will never show--yes, if you are wise, you will seldom feel any contempt." 1/

In order to sum up for you in comparative form the chief developmental characteristics emotionally, intellectually and physically from the ages of two to eighteen, mimeographed copies will be distributed so that you may study these at your leisure and have them for reference.

Emotional Set-up

Before any child can begin to learn there are four factors 2/ which must be continually taken into account by the teacher which have to do with the make-up of the child namely, (1) the energy make-up of the child which is very important because no child should be pushed beyond his physical limit and the demands made upon children should vary according to the physical changes taking place; (2) the status of the child's personality needs, that is, there are times when certain personality characteristics appear to dominate the child's live and the teacher should observe whether these coincide with physical maturity and whether the school can meet these needs as they appear.

1/ Lee, J. M. & D. M., Op. cit., Quoted on p. 109.

2/ American Council on Education, Emotion and the Educative Process, American Council on Education, Washington, D. C., 1938, p. 198.

This might have to be done through cooperation with some out-of-school agency such as the home, the church etc; (3) the patterns of affective behavior shown by the child under various circumstances, such as temper tantrums, day-dreaming, fighting, bullying, bidding for attention and the like; and (4) the established attitudes and value concepts revealed by the child as these are not usually isolated but are related to others and particularly to personality needs.

Memory

Perhaps the first thing to be considered in this section is the matter of memory. Today the emphasis in training a child's memory is put on the law of association. That is, the laws of contiguity and similarity, the first of which is governed by simultaneous or successive action, and the second by points of operation between things which on the surface may appear quite dissimilar.[1] For instance, almost every child associates a word with a household pet, be it a dog, a cat, or a bird. When he hears the word he recalls the animal and vice-versa. Or, in the second instance he may associate the roundness and the light of the moon with a street lamp. The colour blue has been found to be very difficult for most young children to see in such things as the sky, dresses or in his blocks.[2]

1/ Arlitt, Ada H., Op. cit., Chapter X.

2/ Dr. Murphy's Lecture, February 21, 1946.

The following are the stages in the memory process:[1]

(1) impression consists of the reception of stimuli by receiving organs and their nervous connections.

(2) retention which is physiological

(3) recall which is a revival of past experiences

(4) recognition which is the placing of such experiences the time and place in which they occurred previously.

There are of course individual differences in the rate of memorizing, the degree of retention, and the types of images which the child uses in recall. The obvious methods for training the memory are well-known to us but will bear repetition. Since the small child does not grasp but very little abstract material he must be given as many experiences with concrete objects as is possible. He must also be shown a connection between the new and old experiences, and finally a common method is to have him tell a simple story recounting his own activities.

Imagination

Most children are imaginative but usually in two different ways. There is the child who reproduces situations actually experienced and the one who may imagine a six-legged cat or one to whom fairies are very real, becoming human beings in miniature to him. These are a combination of experiences transferred or made into new situations. They are

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[1] Arlitt, Ada H., Op. cit., p. 239.

often the result of a confusion in the child's mind of what he has seen himself, what has been told or read to him, and what he imagines himself.

There are many kinds of images, auditory, visual, gustatory, olfactory, of organic origin and of the sense organs.[1] The imagination can be trained especially through the field of visualization although any of the sense organs may be used. Many people have questioned the use of fairy stories but they are important in that they give concrete expression to the child's thinking, and in India, a country in which so much of the child's cultural heritage is handed down in the legends and fairy tales by word of mouth, it would be a shame to omit them. In fact, it probably could not be done and so far as is known it has done no harm.

The Thinking Process

As teachers we are probably more interested in this stage of child development than in any other. Some think this develops between the ages of six and ten, others at the age of seven or eight.[2] Dr. Dewey has stated that there are five stages, namely:[3]

(1) the awareness of a difficulty,

(2) its location and definition,

1/ Arlitt, Ada H., Op., cit., p. 259

2/ Lee, J. M. & D. M., Op. cit.

3/ Arlitt, Ada H., Op. cit., Quoted p. 265.

(3) the suggestion of a possible solution,

(4) experimentation with the bearings of the solution, and

(5) its rejection or acceptance.

Training in reasoning is usually by:[1]

(1) giving a rich background of experience on which to draw,

(2) pointing out similarities where these exist and helping children to check on things that appear to be similar but are not,

(3) setting an example of clear thinking,

(4) showing the child how to verify his conclusion, that is, showing him how to check on the results of his thinking.

There are several things the teacher must keep in mind, namely, that the attention span for most children is short and therefore not too difficult problems should be given. Furthermore, the child is as yet inexperienced in keeping the end in mind, is impatient to wait until all the facts are known, and a tendency to find similarities do not exist, or the reverse. The training in logical thinking should begin as early as possible and should be as carefully undertaken as teaching the child motor coordination or the correct social attitudes.

Concepts of Learning

Learning implies that a change is taking place in an individual which will make him more capabel of adjusting him-

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1/ Arlitt, Ada H., Op. cit., Quoted p. 271.

self to his environment. One of the chief purposes of education, to reiterate what was said in the first lecture, is to enable the pupil to transfer what he has learned in the classroom to his life outside. He should be conscious of the inter-relation of knowledge and see that the world we live in is a unified whole, made up of past, present and future, just as though he were standing on the bank of a river and looking in both directions, to its source and to its outlet. The word meaningful is frequently heard and in danger of becoming a cliché term, but it expresses what the subject-matter or content should be, that is, it should be based on experience, be interesting, and suited to the maturation level of the pupil.

Drill or practice has a very valuable place in the learning process but should not be mere rote. Repetition is necessary but it should come from a fresh angle, and yet the child should recognize the element being emphasized. For example, in our school we have had the children repeat their Arithmetic tables so that they droned away at them but they were meaningless. If instead, we had tried to teach them all about a number and progressed slowly, eventually their number concepts would have had some meaning. Sometimes if the material is varying in difficulty it might be better to learn the whole as a unit, and when the difficult parts appear they can be mastered as smaller units.

Social relationships

We have seen that children have individual differences but what is very important if they are to develop as good citizens is to see what their social relationships are. It has been noted that at about the age of eight or nine children tend to form groups and to show group loyalties. It is important that the teacher determine how well a child can cooperate and help him to adjust himself socially. Every child must be given an opportunity to lead although some may never be able to do it well. The self-assertive child who likes to dominate and finds difficulty in co-operating and who shows highly ego-centric characteristics may really lack confidence.[1]

Research findings in the matter of social development have been very interesting:[2]

1. Leadership in the first grade is confined to a small group, in contrast to the fifth grade where class leaders with influence in groups of thirty to forty children can be distinguished. (Reiniger)
2. First-grade children are not able to rank the least and most important members of the class. (Reiniger)
3. In the first grade there are many intersexual attractions

1/ Driscoll, Gertrude, How to Study the Behavior of Children, Bureau of Publications, Teachers College, Columbia University, 1941, pp. 43 - 48.

2/ Lee, J. M. & D. M., Op. cit., pp. 48 - 49.

or friendships, while in the sixth grade there may be none at all. Intersexual choices decline after the third grade, not to reappear until the eighth. (Moreno)

4. Shy children become attached to self-assertive members of the group. (Reininger)
5. Children early show a tendency toward certain roles or types of behavior in a group, such as the protective type, the popular or beloved type, the leader, the despot, and the socially unsuccessful child. (Reiniger)
6. Quantitative descriptions of the roles of children in a group disclose the isolated child, the nucleus of a group, the link in a chain of relationships. (Moreno)
7. Friends are usually of the same sex, age, height, I.Q., and children who describe the kinds of boys and girls they prefer for friends use terms like friendly, fair, fun.
8. The child who is extremely superior is not chosen as a leader by average groups as often as is the moderately superior child. (Hollingworth)

Summary

Memory, Imagination, the thinking process which involves problem-solving all go towards making up the learning processes of the child. These may be trained according to invividual differences. The chief feature of learning is that a change has taken place in the child so as to enable a better adjustment to life outside, or to life as a whole.

Just as many individual differences exist in children regarding their social relationships as do in their intellectual or emotional selves.

Study Activities for Meeting No. 4

1. How do your "cases" reason?
2. What is their attitude toward other children? Note particularly evidences of courtesy, leadership, initiative, over-aggressiveness or its reverse.
3. What type of response do they show towards authority?
4. Do they seek companionshop or avoid it?
5. How far are they influenced by the behavior of others? Have they developed a sense of fair play?
6. To what extent do they cooperate with the group? Do they seek attention or are they shy?

IV Some Newer Methods in Education

Newer ideas in the prescribed syllabus

Recognition of Individual Differences and Cooperative Effort

In our new prescribed syllabus we find reiterated many times that emphasis must be laid on bringing the children into closer relationship with life situations and through self-expression to lead them into more creative channels. To this end we are enjoined to correlate handwork to all subjects, to use dramatization, and through the old courses known as General Knowledge to give the children a concept of the world as a unified whole. In other words,

> "The modern school's business is to impress into the service of every man every branch of human knowledge we can get hold of. The modern method in the modern school does not depend on any method of teaching...The great purpose is to enlist the boys or girls in the service of man today and man tomorrow. The method which makes learning easy is waste of time....They (boys or girls) don't want to make things for themselves; they soon cease to have any longing desire to make anything even for their mothers. What they love to do is to take part in some great work that must be done for the community; some work that goes on beyond them, some great spacious work....Schools must be equipped spaciously, and they must have a spacious staff....We must send out workers imbued with the determination to seek and investigate truth--truth that will make them free—and to take great care that in the search for truth they will never take part in or sympathize with those methods by which the edge of truth is blunted."[1]

These words were spoken by a great headmaster, F. W. Sanderson, of Oundle Boys' School in England and one who revolutionized things in that school because he felt so strongly the need for the very things that all modern educators have thought should be amongst the main objectives of education. These are, (1) to realize individual differences, (2) to provide for every child the opportunity to feel the joy of creative work, (3) to relate school work or learning to life and (4) to cooperate in work to be done rather than to compete. There is one more quotation from the last address he gave in London which is worth our while to hear,

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1/ Wells, H. G., The Story of a Great Schoolmaster, The Macmillan Co., New York, 1924, pp. 167 - 170.

> "This actual love of work spreads, and ultimately every one comes within its influence, and they begin to like the service they are rendering. Finally, competition dwindles and passes away, so that we have reached what appears to be a change in human nature. It is not really a change, but by care and attention calling out what has already been there in human nature, namely a first instinctive love to create. I have always held that competition is a secondary interest and creation a primary instinct. Competition dwindles and passes away. Competition is a very feeble incentive to live. It is cheap and easy to arouse the motive, it is a swift motive and on the surface of things ready for you, but it is not even a powerful motive. Half the boy it dispirits and leaves idle and useless." 1/

In introducing games like net-ball and rounders we have tried to have the children catch the idea of team work, and also in the preparation of the class assembly programs but if cooperative effort is essential in these, why have we not used it in our other classes? Simply because we have been content to follow the traditional method in having children acquire subject-matter in the traditional way. Today, we hope that we can carry the idea of cooperation,of each child's contributing according to his ability, into every classroom.

In our case studies we are trying to study individual children but let us not lose sight altogether of the other members of our classes. Each one of you has pupils in her class who are over-age and consequently more mature physi-

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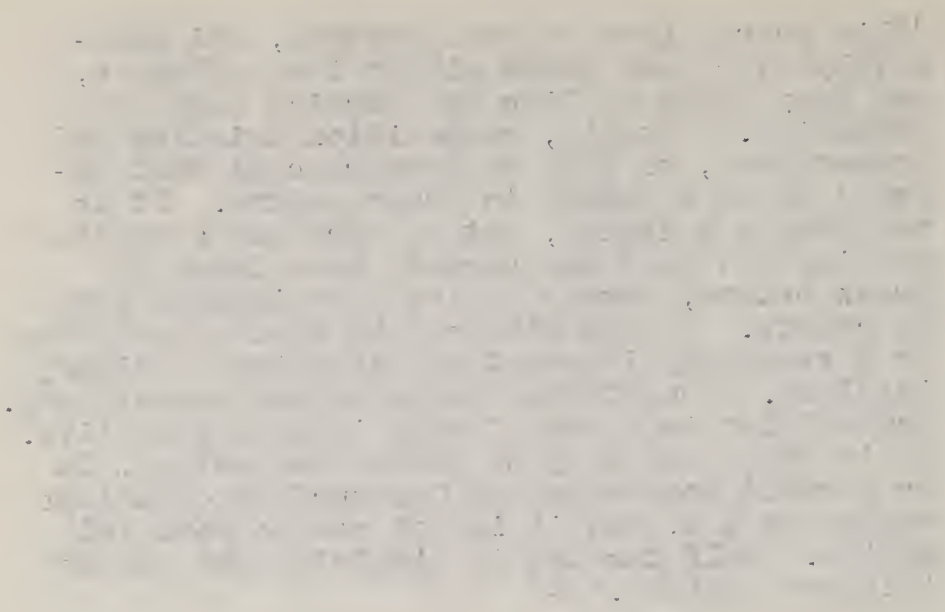
1/ Wells, H. G., Op. cit., p. 163.



cally. We know that living in a Muslim neighborhood we are bound to have girls enter our school at a much later age than normally because of the backwardness of this community in the matter of girls' education. However, we are thankful that the number is diminishing. We also have Christian girls from the villages whose families are recent converts, and who are consequently coming to school for the first time and are often over age. We know that this has been a great handicap to teachers in the past so we are going to experiment by having a Special Class for these girls, dividing them into groups, and as soon as they can learn to read we shall put them in the grades in which there are children of their own age. Since we are going to try this new way of organizing our school program, that is, doing group work on each grade level, it should be easier for us to handle these girls .

Modern educational ideas in Russia

We have heard much of the so-called Project method as exemplified at Moga. Some of you have tried this in your classrooms and we have discovered that it has its pitfalls like everything else. In the U.S.S.R. where they were very eager to put into practice the newest educational ideas they found that they had to adapt them to their own economic and social life. In a Communist State the Dalton Plan was found to be too individualistic and the Project method was also

abandoned as unsuited to their system. Epstein, the Vice-commissar of Education said:

> "The method (Project) may be suitable for a bourgeois country, but it is quite unsuitable for a country building Communism. It gave the children a superficial knowledge of a great many things, but no proper groundwork of the foundation of education. Much of their time was wasted in fruitless excursions. They could talk about the railway of their district, or the local industry, but could write neither well nor gramatically. Their arithmetic was in an equally bad state." 1/

The Russians believe that what is taught in the classroom should stimulate interest in real conditions or that the children should proceed from subject-matter to outside conditions. However, due to their economic and political system, and to their insistence that education apart from politics is senseless, the schools are very closely connected with their factories and farms. They are as stringent about the uniformity of their courses of study as are the French, and while a great deal is done to help the teachers, yet there is much in their system that might lead to the very thing we are trying to discard. For instance, in the Gorki Model or Demonstration School in Moscow, a great deal of research has been done in the matter of the right seating for children, in the length of lesson for different age groups, in making graphic charts, and in making tests which will test each child according to his individual

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1/ King, Beatrice, Op. cit., p. 22.

ability. On the other hand, teachers are expected to follow the model lessons made at the school and published by it. Also in the Russian educational system every child must finish his lesson at the same time, even if it is necessary for the teacher to give him extra help to do so. That is what we have been doing in India and from which we want to break away. But we have a lot to learn from Russia where conditions are similar. Like them we could make our schools cultural agents in creating an interest in literary, musical, dramatic and artistic activities. They do these things out of school time, having special supervisors for this work. We could do more in teaching people hygiene and sanitation through the schools. One of the best things the Russians do is to make the teachers responsible to find out the causes underlying backwardness, or anti-social, or uninterested attitudes in a child. That will be one of our aims for until we are willing to do this we shall not make any progress in fitting out school to the children who attend.

Psychological factors underlying the new methods of teaching

In the first place the emphasis is laid on effecting a change in the individual child, and to do this the methods employed are specific and concrete in order to stimulate response. Buswell of the University of Chicago said that,

> "(1) Teaching should be a process of inducing self-activity among pupils, of leading them to discover the truth with which education deals, rather than a process of pouring into a passive

> pupil a body of knowledge possessed by the teacher and to be imparted to the learner, (2) Newer methods lay emphasis on what are designated "real" experiences which are rich in concrete elements, as contrasted to a form of instruction which consists mainly of verbal abstractions organized into subjects and presented through text books. (3) The newer methods of instruction lay great emphasis on the problem approach, which involves a personal-interest factor on the part of a pupil, as contrasted with the presentation of an organized body of knowledge to be acquired whether or not the pupil sees any relation between it and his own needs. At the lower grade levels, the problem approach has led to a great revival of the discussion of interests in children and, at the upper grade levels, to instruction relating primarily to personal problems, many of which are vocational in a broad sense, and (4) the content of education should be integrated.[1]

In other words, the older form of education was subject matter to be learned, externally from above, a curriculum completely planned in advance conforming to the established manners and customs and social institutions and theories. The newer ideas regard children as active and developing personalities, their activities determined by the needs of their growing individual and group experiences, self-directed, and with the idea that they will try to change social institutions rather than to accept them.[2]

In the newer approach to education the curriculum must allow an integration of subject matter because the individual

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[1] Buswell, G. I., "Psychology of the Newer Methods of Teaching," Elementary School Journal, 46: 14-22, September 1945, p. 16.

[2] Gray, W. S., "Controversial Issues Relating to the Activity Curriculum," Progressive Education, 11: 334 - 339, October, 1934, p. 336.

child must grow into an unified personality. He cannot live unto himself but must learn to be a social being. For this reason he must have a synthesized mode of learning, and know the fundamental principles of intelligent living and have an opportunity to practice them. In addition, because he is learning to be more truly social he must have a dynamically organized environment rather than a mechanistic one, one in which he will feel that the solution of problems must be tackled in a realistic and creative way but it must also be cooperative. Dashiell in his research has found that all agree on the following aspects of the learning process:[1]

(1) The individual must be motivated.

(2) A field or complication of motives exists.

(3) Obstruction is offered to the principal motive.

(4) Hyperactivity is aroused.

(5) Response is multiple and varied.

(6) Response is to relations of stimuli.

(7) The most important relationship is between means and objective.

(8) The selection of least action occurs.

(9) Selected responses originally occur fortuitously.

(10) The effects of the responses are crucial.

(11) The rate of learning varies in degree from gradual to abrupt.

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[1] Wrightstone, J. W., Appraisal of Newer Elementary School Practices, Bureau of Publications, Teachers College, Columbia University, New York, 1938, p. 141.

In the school the child is bound to learn satisfactory or unsatisfactory forms of social adjustment, so naturally every teacher must try to create the most desirable environment, in which there will be a place for everyone. The teacher must try to provide opportunities for first-hand experiences to show the close relationship between learning and doing. For example, if the children are learning about the Post Office, or have taken it as a project, it would be well for them to have first-hand experiences of sending a money order, buying a postal order, or insuring a parcel, or any one of the numerous activities connected with this community service.

Differences between conventional and modern techniques

Wrightstone sums up the differences between the older or more conventional practices and the newer ones thus:[1/]

Conventional	Newer
1. Class room is a restricted form of social life, and children's experiences are limited to academic lessons and allied supplementary subjects and activities.	1. Class room is a form of democratic social life and the children reconstruct their experiences therein.
2. The quickest and most thorough method of teaching	2. These experiences grow from children's social activities and various

1/Wrightstone, J. W., Appraisal of Newer Elementary School Practices, Bureau of Publications, Teachers College, Columbia University, New York, 1938, pp. 40 - 43.

is to allot a certain portion of the school day to instruction in separate subjects, i.e. reading, phonics, word drill, language, arithmetic, history, geography, health, gym, music, drawing and literature.

3. Children's interests which do not conform with the set curriculum should be disregarded.
4. Real objectives of classroom instruction consist to a major degree in the acquisition of the content matter and skills of each subject.
5. Teaching the conventional subjects is the wisest method of achieving social progress.

3. Pupil's interests are viewed as signs and symptoms of growing powers and abilities.
4. Interests and powers are developed by activities, and not alone by passive assimilation of knowledge.
5. Education is the foundation upon which social progress and reform are founded and consequently education must concern itself with vital problems in the world of both child and adult.

Summary

The emphasis in the newer trends in education is not only on the recognition of individual needs and the attempt on the part of the school to meet them, but also to foster the spirit of cooperation, displacing the older idea of competition.

Thus the children will learn that they are members of a community in whose life each will have a share. There is danger in becoming stereotyped, in applying newer methods, as has been the case in Russia where there are many fine evidences of modern educational ideas. Lastly, the curriculum must be adapted to caring for individual needs as research has proved that the individual must be motivated in a world which offers complications and obstructions, in a society in which "response is multiple and varied" and whose effects are crucial. The school must feel its responsibility in providing a satisfactory and stimulating environment where children can learn by means of first-hand experiences.

Study Activities for Meeting No. 5

1. Group your children according to those who you think are selfish, sensitive, quiet and lazy.
2. What do you think is the best treatment for each of these types?
3. What activities are you practicing at present in your classroom and what additional ones do you think you could do in order that your children could feel that there was a more life-like atmosphere in the room?
4. What do you think are the functions of Arithmetic and Reading?

V The Unit of Work, Part I

Changes in the School Program

If the emphases in modern education are to be on meet-

ing individual needs and on group activity, there are certain obvious changes which must take place in subject-matter and in the way the teacher and pupils handle it. None of the subject-matter whether it be the three R's, Social Studies, or anything else can be ends in themselves. They must be expanded so as to meet the needs of society. The teacher's responsibility is not only to see that the children get the proper materials but she must see that education is socialized by making the classroom a part of real life, in order that

> "pupils shall form the habit of connecting the limited information they acquire with the activities of life, and gain ability to connect a limited sphere of human activity with the scientific principles upon which its successful conduct depends." 1/

The schoolroom must be a place of activity, a place where there is a democratic atmosphere, the right rapport between teacher and pupils. This will doubtless do away with the formal arrangement of seats, and with fixed desks. Very often if a child can move about and stretch his legs he will not be so nervously strained, and if he is interested in what he is doing he will keep at work even when not supervised. Many disciplinary problems can be eliminated. He will develop morally because he will learn what freedom really means. His natural inquisitiveness will be satisfied so that we will

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1/ Dewey, John, Schools of Tomorrow, E. P. Dutton & Co., New York, 1915, p. 242.

be interested in gaining knowledge in order to apply it to his activities rather than just to pass examinations. One of the chief tenets of the post-war educational scheme is that all children in India should have an opportunity to go to school in order that the democratic ideal in government should be realized, therefore,

> "The democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all." 1/

Characteristics of Group Participation

In some schools today in order that democracy may become an active living ideal the teachers and pupils plan the work together. The teacher has to be alert to many things, chiefly to the matter of seeing that everybody is going to have something to do, and also that no one in the class monopolizes the time. She can forsee the outcomes of much of the planning but never with the idea of handing out ready-made solutions. The chief characteristics of group participation are:2/ (1) significant aims shared wholeheartedly by all, (2) division of responsibilities, each member assuming his full share, (3) mutual respect and unrestricted intercourse among all, (4) full and free contact with other groups,

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1/ Dewey, John, Schools of Tomorrow, Op. cit., p. 315.

2/ Hockett, John A. & Jacobsen, E. W., Modern Practices in the Elementary School, Ginn & Co., Boston, 1938, p. 19.

and (5) satisfaction and pride in group accomplishment on the part of all members.

There has to be an evaluation period on the part of the class so that they will realize what the weaknesses and strengths of their planning were. For instance they must learn that with freedom comes responsibility, that regulations are necessary to avoid conflicts in the use of material or books, that these must be returned to their proper places so that the next one knows where to find them, that noise in the way of laughing and talking might have disturbed others, and scores of other things which a group working together learns. In short, the hope is that each has learned the importance of growing into a social being along with his own individual growth, of having developed tolerance for others and their work as well as initiative and self-reliance for himself.

Definition of the Unit of Work

Several statements have been made as to what is meant by a unit of work. Hockett says that it consists of the

> "various experiences and activities which grow out of, center in, and contribute to a chosen theme."[1]

The Lees speak of it as consisting

> "of purposeful (to the learner) related activities so developed as to give insight into, and

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[1] Hockett, J. A., Op. cit., p. 64.

> increased control of some significant aspects of the environment, and to provide opportunities for the socilization of pupils." 1/

Wrightstone speaks of unit activities providing

> "a social basis of cooperative group projects," and "the extra-unit activities provide an individual basis for the cultivation of personal skills and habits, interests and powers." 2/

That is, the unit of work becomes an integrating, coordinating, correlating force in the subject-matter, skills, and development of the pupil. For instance, a trip to a farm might result in discussing the animals and machinery, in writing stories and descriptions about them, in dramatizing what has been seen during the language period, in making clay animals or drawing scenes of farm life in the Art period, and in the Arithmetic period a discussion could be indulged in as to the construction of the barn or the sale of produce.

Developing the Unit or Construction of the Unit

There are six steps 3/ in developing a unit and with some of these you are already familiar because you have used them to develop your projects. In fact the unit of work bears many similarities to what we have in India called the project method, but you will also notice certain differences in technique and in the placing of emphasis. The first step is the

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1/ Lee, J. M.,& D. M., Op. cit., p. 192. The underlined words are key-words.

2/ Wrightstone, J. W., Op. cit., p. 76.

3/ Wrightstone, J. W., Op. cit., pp. 81 - 91.

approach or stimulation of interest which can be made by placing pictures, curios or other objects, books and anything which may arouse interest in an activity. You will want to take excursions as these often help to stimulate. When you feel that you have sufficient background the next step will be the planning period. Sometimes all questions of interest are written on the blackboard, and when you think enough suggestions for activities have been made, then let the children choose the ones that interest them the most. The class will thus be divided into committees, each of which will choose a chairman. The class will discuss where they can find the materials so as to guide each committee. The third step has to do with the investigation and research or the collection of data, it would therefore be well at the beginning of each day if necessary, to take time to see that each group has work to do, and at the end of the period a brief report made of achievement. The fourth step is one of integration of content; that is, presentation of materials in the form of reports of research, or exhibits of work done in the class. The fifth step known as the culminating activity is what has grown out of the work. This may be dramatization of an original story or of one out of a book; a puppet show; a radio broadcast; an open house for parents or any other program which may have naturally developed from activity. The sixth or final step will be in the nature of

evaluation by the pupils as to the merits or demerits of the work undertaken, as to its weaknesses or strength. The important items for the teacher to keep in mind are whether or not every child has had an opportunity to contribute fully, whether the activity has increased the child's social understanding, whether it has contributed to real group thinking and group cooperation. The temptation to put on a show is very great but the essential thing is the attainment of subject-matter skills and the challenge which has come to the child because he has been vitally interested in the activity. It is also necessary that there be a variety of activities so that a variety of abilities may be developed, and so that each child may have an opportunity to use his special talents. For example, two teachers had the same topic from which to develop a unit. It was Children of Other Lands.[1] Here is the result of each:

Miss Smith	Miss Jones
Eskimos	Eskimos
Built an igloo	Built an igloo
Norway	Mexico
Built a Norwegian house	Developed mural for room
Switzerland	Pioneers
Built a Swiss chalet	Wrote and produced a play

1/ Lee, J. M. & D. M., Op. cit., p. 198.

It is not difficult to see which developed the more stimulating unit. In Miss Smith's the activities were limited to construction, while in Miss Jones's there was a variety which enabled many children to show their abilities and skills. You will be given mimeographed copies of suggested procedures or outlines which may help you in following this technique.

The Role of the Teacher

You might well ask what the place of the teacher should be in such activities. Because she is the oldest member of the group and the most experienced, she must know possible approaches, worth-while activities, have materials available. Furthermore, because she is familiar with the abilities and attitudes of the different members of the class she can guide the planning. The pupils should however plan the detailed problems, learning experiences and methods for the collection of data as well as the objectives.

> "The teacher's planning will give general direction and relate the unit to the purposes of education. The pupil's planning will provide for an expression of their purposes and interests and provide a guide for them in their procedure." 1/

Perhaps the teacher's role has been best summed up by Dr.

1/ Lee, J. M. & C. M., Op cit., p. 207.

Dewey in the following statements:[1] The teacher

1. Must have the sympathetic understanding of individuals as individuals which gives him an idea of what is actually going on in the minds of those who are learning.
2. Must understand the needs and capacities of the individuals who are learning at a given time. It is not enough that certain materials and methods have proved effective with other individuals at other times. There must be reason for thinking that they will function in generating an experience that has an educative quality with particular individuals at a particular time.
3. Is responsible for a knowledge of individuals and for a knowledge of subject-matter that will enable activities to be selected which tend themselves to social organization in which all individuals have an opportunity to contribute something, and in which the activities in which all participate are the chief carriers of control.
4. Must survey the capacities and needs of the particular set of individuals with whom he is dealing and must at the same time arrange the conditions which provide the subject-matter content of experiences that satisfy these needs and

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1/ Lee, J. M. & D. M., Op. cit., pp. 225 - 226. Quoted from Dewey, John, Experiences and Education, The Macmillan Co., New York, 1938, pp. 33, 45, 61, 65, 33, 35, 90, 85, 66 respectively.

develop free play for individuality of experience and yet firm enough to give direction toward continuous development of power.

5. Must be able to judge what attitudes are actually conducive to continued growth and what are detrimental.
6. Must not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth.
7. Must select those things within the range of existing experience that have the promise and potentiality of presenting new problems which by stimulating new ways of observation and judgment will expand the area of further experience.
8. Should allow his suggestion to develop into a plan and project by means of further suggestions contributed and organized into a whole by the members of the group.
9. As the most mature member of the group has a peculiar responsibility for the conduct of the interactions and intercommunications which are the very life of the group as a community.

Summary of Part 1

The schoolroom must not only be a place of activity but an atmosphere of friendliness and democracy must emanate from it. There are certain significant characteristics of group

participation which result in a division of responsibilities and satisfaction and pride in group accomplishment. The unit of work technique affords ample opportunity for these, and in developing a unit, the teacher must see that there is a variety of activity in order that there should be an expression of varied abilities. The role of the teacher is that of guide, philosopher and friend.

Study activities for Meeting No. 6:

1. How well do your children read from their Social Studies book?
2. Can your children interpret maps and graphs?
3. What is the outstanding personal problem presented by your class? Do you think that the unit of work technique would be a good method by which it might be solved?
4. What approaches have you tried to use to introduce an activity in your class?
5. Have you explored community resources?
6. Do you think it would be a good plan for us to use this method in our school? In what ways do you think it would help the children to develop socially and emotionally?

VI. Unit of Work, Part II

Teaching Procedures Required in Presenting Units of Work:[1]

1. Form groups or committees of pupils
2. Make visual aids available

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[1] Lee, J. M. & D. M., Op. cit., p. 226.

3. Make use of reference material
4. Correlate with other subjects
5. Conduct discussions
6. Help pupils develop outlines
7. Provide drill
8. Call for oral reports
9. Use questions to develop understanding of problem
10. Do testing
11. Display exhibits
12. Provide for individual differences
13. Take pupils on field excursions
14. Use the lecture to inform pupils
15. Arrange for dramatization
16. Help pupils make articles
17. Encourage pupils to exchange experiences
18. Bring in outsiders for talks
19. Have pupils prepare topical reports
20. Have pupils compile note-books
21. Teach appreciations and attitudes
22. Organize and plan materials with pupils
23. Develop skill in solving problems
24. Require written reports
25. Direct pupils in making maps, charts and graphs
26. Make a bibliography
27. Bring in materials for study

28. Direct search for materials related to the unit
29. Read stories to children
30. Engage pupils in conversation
31. Develop skills
32. Arrange demonstrations
33. Provide drawing experiences
34. Direct pupils to general subject-matter to be read
35. Help pupils formulate questions

Pupils Activities in Units of Work:[1]

I. Work with Visual Materials

1. Collect pictures and other illustrative materials
2. Study pictures, stereographs, slides, and motion pictures for special purposes; listen to explanations, ask questions.
3. Examine exhibits.
4. List interesting questions while examining visual materials.
5. Select visual materials for use when giving an oral report.
6. Arrange exhibits, write labels and explanations.
7. Organize and file materials for future use.

1/ Lee, J. M. & D. M., pp. 216 - 217, Quoted from Whipple, Gertrude, What Pupils Do in An Activity, Course of Study Bulletin, No. 162 (Los Angeles City Schools).

II. Excursions and Trips.

1. Visit museums, aquariums, zoos etc.
2. Call on business firms for needed information and materials.
3. See demonstrations of processes, e.g., soap manufacture, making of paper.

III. Study of Problems.

1. Search for information in answer to important questions.
2. Consult encyclopedias and reference books for needed information.
3. Bring books from home and from the public library to supplement the school collection.
4. Write to business firms for needed information and materials.
5. Carry out directions given on guide sheets prepared by the teacher.
6. Take notes from several books in preparation for a discussion or a report.
7. Interpret maps; find locations.
8. Perform experiments, such as making soap, preparing dyes for monastic lettering, caring for bulbs.
9. Evaluate information from different sources; determine the accuracy of conflicting statements.
10. Organize material read in preparation for a discussion or for an oral or written report.

11. Prepare and give informing and interesting oral report.
12. Prepare brief, written reports for definite purposes, e.g., use in a class book, explanation of an exhibit.
13. Prepare a bibliography of books used in the study.
14. Skim material to list interesting subjects for future study (also to locate material of value).

IV. Appreciation of Literature.

1. Reading interesting stories for pleasure
2. Read poems for pleasure
3. Listen to reading for pleasure and information.

V. Illustration and Construction.

1. Prepare charts and diagrams
2. Make blue prints
3. Draw and construct maps: product maps, relief maps, pictorial maps
4. Prepare posters
5. Prepare illustrations, maps and diagrams for a book.
6. Prepare scenery for a play
7. Prepare a frieze
8. Make articles for an exhibit, such as, cuneiform, tablets, parchment, model of a feudal castle. (Accurate representation after careful study)

VI. Work Involved in Presenting Information.

1. Suggest ways in which interesting information can best be presented.

2. Censor and edit material for books.
3. Keep an organized bulletin board up-to-date
4. Plan and give an assembly program
5. Write and give dramatizations

VII. Checks and Tests

1. Take informal and standardized tests
2. Prepare tests for other pupils
3. Keep growth graphs

Criteria for Evaluating Learning Experiences:[1]

1. In what ways do the experiences contribute to the expected outcomes?
2. Are the experiences varied as to type?
3. Are the experiences presented in a sufficiently clear manner so that pupils may carry them to a successful conclusion?
4. Are the experiences within the range of accomplishment of the pupils?
5. Do the experiences involve an extension of the present insights and abilities of the learners?
6. Are the experiences challenging and interesting to the pupils?
7. Do the experiences provide for adaptation to individual needs and abilities?

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[1] Lee, J. M. & D. M., Op. cit., p. 219.

8. Do the experiences provide opportunity for children to work together cooperatively?
9. Are some of the activities drawn from the resources of the community, resulting in relating the material to life needs?

There are certain traits common to all children, namely, continuous activity, curiosity, setting up goals and enjoying playing together. The hope is that through group work in a meaningful unit the children will note how they should behave in a given situation. The individual needs of the child would also be met, for each would have contributed according to his own unique personality, and with his own individual background and abilities. Unity and not uniformity should be stressed, and this could be attained through learning to work together. They might differ in the quality of their work and even in the amount that each could accomplish. Very often children will do the same thing but each in his own way. For instance, in a fifth grade Spelling class fifteen pupils learned a word by writing it once, six by hearing it spelled once, five needed both to hear and see it, while fourteen wrote it several times after having it broken into syllables.[1/]

There are certain unrelated skills which must be taught. In the schools in America in which modern methods are prac-

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[1/] Hockett & Jacobsen, Op. cit., p. 248.

ticed effectively this statement is emphasized. There are certain items in Arithmetic and the Language Arts to which there is no royal road. It is for the teacher to determine the most useful ways in which this may be achieved. Finally,

> "Studying a child as a whole means essentially studying him with regard to his success as a human being and in relation to other human beings. Not only his handicaps but his adjustment to them, not only his abilities but his management and utilization of them are to be considered." 1/

Summary of Part II

An attempt has been made to bring to your attention specific aids in procedures for developing units of work as well as to list the kinds of activities in which pupils can engage, and finally, a set of questions, the answers to which will be a means of evaluation. These have been gathered from people who have worked successfully with this technique in America. There are certain things, such as calling on business firms, which we cannot do in India, but most of the suggestions can be followed, and we should at least try to experiment with this technique in our classes. If we see that our pupils are growing we may be sure that we too as teachers are developing.

Summary

In initiating a plan of Child Study for the Lucie

1/ Bailey, Edna, W., Laton, Anita O., Bishop, Elizabeth L., Studying Children in School, McGraw-Hill Book Co., Inc., New York, 1939, p. 5.

Harrison Girls' School, Lahore, by means of a series of teachers' meetings an attempt has been made to arrive at the meaning of the term education, to examine some of the objectives of modern Indian education, to determine objectives for the school in question, to glance at Russian aims because of somewhat similar conditions in the two countries, and to note the educational objectives formulated by the Educational Policies Commission of the National Education Association of the United States.

In studying child development the factor of individual differences, the principles of growth in pre-school children, habit formation, and the primary emotions of fear, anger, and love were first considered. Following these the child as a learner, especially as to memory, imagination, and the thinking process together with certain concepts of learning and the child's social relationships were observed. Finally, the unit of work was judged to be the best to be adapted in an Indian school because of the underlying psychological factors that govern it, and because this at present appears to be one of the best means of not only recognizing individual differences in the child, but in developing the spirit of cooperation, a very important feature in education.

CHAPTER V

SUMMARY AND CONCLUSIONS WITH SUGGESTIONS FOR FURTHER STUDY

If Indian women are to take a share in the post-war social and economic life as seems more than likely, and if the somewhat ambitious educational scheme proposed to make India literate actually begins to operate, it is incumbent on schools such as the Lucie Harrison Girls' School in Lahore to offer work which will equip the girls to adjust themselves better to their changing environment. If we are to exemplify modern educational ideas we shall have to begin first with the teaching staff. Since most of them have not graduated from High School, these teachers will not have met the requirements which are to be set up in the proposed teacher training program. Thus the administration of the school will have to take the teachers as they are, meet their individual needs, and try to provide the opportunities for them to grow in the same way that we wish them to deal with the children in their classrooms. It has seemed necessary that the door should be opened for them to lead a more enriched life. In this study, the writer has attempted by means of a series of teachers' meetings, to present some of the newer ideas in modern education with the hope that it will lead to those greener pastures which we desire for the future womanhood of India.

The social and economic background would not augur well for this future were it not for the fact that persistence, perseverence, and patience are significant Oriental characteristics. As one looks backwards one is filled with hope. In the Bhagavada Gita, the Hindu scriptures, we are given the injunction,

> "Be not moved by the fruits of works; but let not attachment to worklessness dwell in these."

The plan of the study has been to make available certain ideas from those educators who are considered expert along the lines of modern elementary education in the United States of America. Each teacher will have to determine which she can best adapt to meet the individual needs of her class and her own personality. In our enthusiasm to apply some of the newer techniques we cannot lose sight of the fact that teachers also differ, and in India, where there has been great regimentation in the schools, it will not be easy for them to be convinced that these ideas are workable. In the Lucie Harrison Girls' School the writer has tried to get the activity idea across to the Primary staff, but up-to-date it has not been given a fair trial. It is the hope of the writer that in first studying child nature and its development by the case method that the idea of meeting individual differences will be felt to be necessary and an attempt be made to discover the underlying causes of the emotional behavior of the children studied. The teacher herself will then realize that if she is to function properly

she must do all she can to recondition the ones in her class that need it. In addition she will discover slow learners, others who are over-size or over-age, and inevitably she will find that she can do more if the class is divided into groups, in order that each may develop according to his capacity and ability.

The unit of work has been presented as one of the modern techniques because the average Indian teacher could handle this better since she has already had some experience with the project method. It also takes care of the objectives stated in the first section, that is, recognition of individual needs, group participation and activities that relate to life-like situations. Furthermore, there is provision for drill which is very important not only to the school administration but also in winning the approval of both parents and inspectorial staff. The inclusion of detailed teaching procedures and a list of pupil activities is to make available teaching aids to those unaccustomed to the technique. Those who caught the idea would of course not need them, but there would be those in the group to whom difficulties on the practical side would present themselves.

It is impossible to predict what course the study would actually take, but the material gathered here, and much additional to supplement it might cover a period extending over two or three years. In preparing units of work, teachers will have

to take their children on field trips and excursions of one sort or another, which might entail our going as a staff group, and therefore there would be digressions. However, it is hoped that the material of this study will be a starting point, an initial step in providing a means of in-service education for teachers in an Indian elementary school who would have no other means of obtaining it. There is no provision on the part of the institutions of higher education in India to serve teachers, no follow-up service on the part of teacher-training institutions, and so far no real effort made by the provincial Department of Education. This necessitates at present that each school should provide the opportunities for its own staff.

The teacher in ancient India led in the realms of the mind and the spirit. He was very highly respected then as he is today, except that with the emphasis on acquisition of subject-matter and the extremely bureaucratic educational set-up in India at the present time, the teacher has lost much of his prestige. Teaching has become a "job," a "gainful occupation," mechanical, a preparation for examinations of very low standards but which require cramming. Lastly the winning of the approval of the inspecting staff almost becomes the be-all and end-all of the Indian teaching profession. It has long been the conviction of the writer that if the West is to contribute anything worth-while, and it has contributed much, that it must give of its best which it should synthesize with the best that it finds in

the East. More especially is this true at the present time when significant changes are taking place in India, and more particularly because of the leadership that women in that country are assuming. Therefore, even with the somewhat sombre background, one knows that the light will reveal itself if the accompanying faith and hard work are present. The author has often thought that Tagore's definition of faith which he wrote on the fly-leaf of a volume which he sent to a friend, who also happened to be a friend of the writer's, rather epitomizes what most of us feel regarding the education of girls in India, and indeed of the whole post-war educational program for that land. Tagore wrote,

> "Faith is the bird that sees the light,
> While the dawn is still dark."

The author of this study would make the following recommendations for exploration or investigation by those interested in Indian Education:

1. That intelligence tests be developed for use in Indian schools. At present there are none according to information furnished by teachers connected with teachers' colleges in India and who are at present in America.
2. That standarized tests in reading readiness, spelling and arithmetic be made in the various vernaculars.

3. That teachers in teacher-training institutions in India, who are studying in America, investigate the possibility of a follow-up service with their graduates such as is practiced in some of the states in this country as a means of in-service growth.
4. That college and university professors writing doctor's theses explore the field for consultant service with special reference to assisting teachers in understanding maladjustments of children in their classrooms. That in similar fashion the workshop technique be adapted to in-service education by those engaged in work in higher institutions of learning.

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